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ABSTRACT

"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1974-1975 school year. The first section poses "decision questions" regarding continuation of the project, recommends answers to the questions, and offers data support; of the recommendations. The next two sections describe the project and show in narrative and tabular form the context in which the project operated. The following section of the report summarizes the program objectives (including cognitive and affective outcome objectives, process objectives, and input objectives), notes their level of attainment, and describes the evidence through which the levels of attainment were determined. Summary data and a glossary of terms conclude the report. Although the project data failed to substantiate the initial hypothesis, several positive aspects of the project are noted. (GW)

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1974-75 FINAL REPORT

ESAA II PILOT PROJECT ASSIST

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CS004177

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A limited number of copies of a Technical Report (a separate volume) was also published.

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I

ABSTRACT

This report presents data gathered during the 1974-75 school year on the Austin Independent School District (Austin, Texas) implementation of the ESAA II Pilot Project, locally known as Project Assist, in two elementary schools (Metz and Palm) and one junior high (Martin). The project was originally designed to test the hypothesis that students learning in schools with trained instructional reading aides will read better than students learning in schools with untrained general aides, and better than students working in schools with no aides at all. Seven other AISD schools served as members of the two comparison groups.

After two years of intensive input, process, and outcome evaluation, the above hypothesis was rejected: trained instructional reading aides were not found to improve the reading achievement of students with whom they worked. Nor did the presence of trained instructional reading aides, in general, improve student attendance, self concept, student attitude toward school, or attitude toward reading.

Systematic classroom observations of teachers, aides, and students did reveal some interesting differences in processes among groups. Trained instructional aides were observed to produce more individualization in the classroom, whereas untrained instructional aides reduced the amount of individualization which occurred. Elementary instructional aides were utilized more efficiently as instructional aides than were secondary aides.

Teacher, principal, and aide reactions to the program were positive. In general, the project was implemented the way it was designed to be: materials were purchased and placed in the schools, and aides were trained and worked directly with students in the area of reading.

The overall recommendation made by the evaluation staff is that the project activities and resources be redesigned in order to meet the main objective of raising student reading achievement.

II

DECISION QUESTIONS ADDRESSED

INTRODUCTION

Decision questions can ultimately be answered only by those charged with the decision-making responsibility; however, this evaluation section attempts to summarize as clearly as possible the information that has been gathered to assist in that charge. A recommendation by the evaluation staff based upon their knowledge and interpretation of that information relative to each decision question is included in this section. Although making recommendations is considered to be a professional responsibility of the evaluation staff, decision-makers are encouraged to review in its entirety all the data presented in the total report in order to arrive at their own decisions.

Decision questions to be addressed in this report were established in the fall of 1974 and were set forth in the document Evaluation Design: ESAA Pilot Project Assist 1974-75 and agreed upon by the program staff and the AISD administration. The questions are considered below as they were presented there in the following sequence: System-Level Decision Questions, Program-Level Decision Questions, School and Classroom-Level Decision Questions, and Federal-Level Decision Questions.

SYSTEM-LEVEL DECISION QUESTIONS

QUESTION 1

Should the program be continued in the district?

RECOMMENDATION

The program should not be continued in the district in its present form. The ESAA pilot program should be continued because it represents resources to the district, but it should be revised to attempt other approach(es) which might have more success in raising student achievement in reading. This is especially recommended for the junior high school component of the program.

SUPPORTIVE DATA

There is currently a strong emphasis in the district on improvement of students' basic skills. However, none of the evidence collected during the last two years indicates that the program as currently designed contributes toward improvement in student achievement, attendance, or attitude. (The data at the junior high level are particularly negative.) It must be noted that principals and teachers feel very positive about the program as it now operates.

* * *

QUESTION 2

Should AISD aides be used as instructional aides?

RECOMMENDATION

If student achievement is the sole criterion for deciding whether aides are used instructionally, there is no evidence which suggests that the district should invest local monies in instructional aides. However, if teacher job satisfaction and individualization are high-priority goals of the district, then AISD aides should be used as instructional aides only if these aides have been trained in the academic areas in which they will work.

SUPPORTIVE DATA

The achievement data collected throughout evaluation of the project reveals no benefit in student learning derived from Project Assist aides' presence in the classroom. However, all three of the Project Assist principals were strongly in favor of AISD aides being used as instructional personnel. Eight-three percent of the Project Assist teachers felt that AISD aides should be used primarily as instructional aides rather than as general and clerical aides. They stated that the aides' presence in the classroom allowed instruction to be individualized to a higher degree than if the teacher were instructing alone. This opinion of teachers was definitely borne out through classroom observations by the evaluation staff. These observations revealed, however, that teachers are able to individualize more only if the aide who works with them in the classroom has had training in the area of reading instruction. Untrained aides working as instructional aides actually reduce the amount of teacher instructional time spent with students.

* * *

QUESTION 3

What screening and hiring practices should be used in hiring AISD instructional aides?

RECOMMENDATION

The teachers with whom the aides will work should have the major responsibility for screening the instructional aide applicants (a panel of several teachers is recommended). The principal should continue to have the final authority for hiring personnel who work in her/his school. In addition, the district should develop some standardized method of screening instructional aide applicants to assess their competencies in the academic areas in which they will be working.

SUPPORTIVE DATA

When asked what characteristics they would look for in hiring an instructional aide, teachers and principals gave many general kinds of characteristics. The most frequent ones mentioned were: dependability, high work attendance, a good grasp of the English language, average intelligence, ability to handle discipline, initiative, ability to work well with children, bilingual (where the situation calls for it), and cooperative. Most of these characteristics are best assessed by face to face interviews with a panel of interviewers.

Sixteen Project Assist aides were tested with the Gates Reading Survey during the preschool workshop, after they were hired. Three of these aides were found to be reading below the eighth grade level. Community people on the ESAA Advisory Committee have been adamant during the past year about instructional aides having adequate skills for instructing and assisting in the instruction of minority students. The only sure way to assess these skills is through some sort of standard measurement. This need not be done with pencil and paper although this would be the most convenient way.

* * *

QUESTION 4

Should AISD provide specialized training for instructional aides, and if so, what kind?

RECOMMENDATION

AISD aides who are used as instructional aides should receive training prior to and/or during their work as an aide. The topics which should be emphasized in their training sessions are "Classroom Management" and "Instructional Methods."

SUPPORTIVE DATA

At the end of the second project year, ninety percent of the Project Assist teachers recommended that instructional aides be given specialized training. When asked in what areas instructional aides should be trained, teachers indicated that classroom management and instructional methods were the two most needed training topics to be covered. A third priority was training in subject areas. Since the majority of these teachers had worked for two years with an instructional aide, their recommendations should be given great weight in any future plans for aide training.

Classroom observations revealed that whether or not an aide had been

trained prior to assuming duties as an instructional aide determined how much the teacher was able to individualize while the aide was in the room. (Teachers who had the services of trained aides were able to individualize more when the aide was in the room, but teachers with untrained aides individualized less with the aide in the room.)

* * *

QUESTION 5

Should the program be implemented in the same and/or other schools?

RECOMMENDATION

If funded, the project should move from the current elementary schools to schools which have a greater need of the special resources able to be provided by the project. Since there are no junior high schools in town which have a greater need for special resources than those currently served by the project, it is recommended that the project remain in the two junior high schools presently served.

SUPPORTIVE DATA

If given a chance, all three project schools would elect to participate in Project Assist next year. All three principals indicated in spring interviews that the project had been beneficial for their school, citing individualization and improved teacher skills as positive benefits from the project. Teachers at all three schools were overwhelmingly positive about the project, indicating that the greatest effect of the project had been an increase in individualization of instruction in the classroom. Aides were equally positive about the benefits of the program. The elementary schools, however, are almost overloaded with special programs (each of the elementary schools has no less than 16 special programs providing extra staffing, materials, and training resources). This flood of special programs in the schools contributed to the low amount of aide and teacher training conducted by the project, due to there not being enough time available for the teachers to be trained by all the special project staffs who needed to work with them.

* * *

QUESTION 6

Should local monies be expended for Project Assist type activities?

RECOMMENDATION

If community aides are used instructionally in AISD, training for those aides should be provided before and/or during their employment. Compared

to the cost of aide salaries, training for aides costs relatively little more, and appears to make a significant difference in the amount of pupil-adult contact. It is recommended that any teacher training centers established in the Austin area also provide regular training for instructional aides. It is not recommended that large amounts of extra reading materials be purchased and placed in classrooms. The cost is high, and no apparent benefit has been observed from them.

SUPPORTIVE DATA

Classroom observations revealed that trained instructional aides increased the amount of individualization in the classroom, while untrained instructional aides decreased the amount of individualization. However, there is no evidence that this increase in individualization results in improved student learning. Neither is there any evidence that project reading materials placed in the schools assisted in raising student learning at all.

* * *

PROGRAM-LEVEL DECISION QUESTIONS

QUESTION 1

Should instructional aides be concentrated in particular subject areas and, if so, what areas?

RECOMMENDATION

If aides are utilized as instructional paraprofessionals, they should concentrate their efforts in the area of reading and language arts.

SUPPORTIVE DATA

At the end of the second project year, Project Assist teachers felt strongly that reading was the subject area in which instructional aides were most needed. Mathematics was the second priority, with all other areas perceived as very low priority for instructional aides.

* * *

QUESTION 2

Should instructional aides be concentrated in particular grade levels and, if so, which?

RECOMMENDATION

If priorities must be made, instructional aides should be assigned to

the elementary levels rather than to secondary levels, with an emphasis on distribution of aides in the primary grades. (If no priorities must be set, than all grade levels could be equally served. In this case, an effort should be made to improve the efficiency of instructional aide utilization at the secondary level.)

SUPPORTIVE DATA

Project Assist teachers were asked at which grade levels instructional aides should be concentrated. Understandably, a teacher generally felt that aides should be concentrated at the grade level(s) at which that teacher was working. However, despite this general response, an overall trend toward recommending that aides be concentrated at grades K, 1, 2, and possibly 3, was observed.

Classroom observations revealed that elementary grades (at grades K-5) spent far more time in actual instructional time with students than did secondary aides (Elementary - %, Secondary - %). This indicates that instructional aides are more readily and easily utilized instructionally at the elementary level than at the junior high school level.

* * *

QUESTION 3

Should the current aide training program be revised or expanded?

RECOMMENDATION

The two week preservice training for aides should be continued, even if the training extended past the beginning of the school year (if the program were funded late by USOE). The aide training program should be expanded to include more training on an inservice basis throughout the year. In the future this inservice should emphasize more working with individual aides on deficiencies in skills noted during the preschool aide workshop and during classroom observations by the program staff. The program staff needs to give more personal attention to aides, both as a group and individually. A timeline of aide training sessions to be given throughout the year would be useful to both teachers, aides, and principals in arranging school schedules during the year. Teachers should continue to train their aides on an informal basis, especially making sure to include aides in the instructional planning which occurs daily and in grade level meetings.

SUPPORTIVE DATA

Eighteen of the 23 reading aides who finished the year had attended the

preservice training. The Project Assist aides felt that the preservice training had been adequate. (However, the workshop evaluation revealed that there were certain areas of reading instruction in which further training was necessary.) The aides also felt that teachers with whom they worked had given them personal training and had encouraged them to learn more about the field in which they worked. Lack of communication between program staff and aides was the major disappointment expressed by aides in response to a question soliciting their "biggest disappointment" with Project Assist. Principals and teachers felt that there had not been enough assistance from program staff in the area of instructional planning with professionals and paraprofessionals. Inspection of program calendars revealed that very few days of inservice with the aides had been conducted. However, based on the inservice which they got, the Project Assist aides felt that the training had assisted them in their work as instructional reading aides. When asked to recommend what type of training their instructional aides should receive, teachers said that "classroom management" and "instructional methods" were the top two priorities for aide training. It is of interest to note that of the two elementary schools in the project, the one which showed the greater reading gains had aides with higher reading vocabulary and comprehension skills, who attended grade level meetings more, who learned more from the preservice training workshop, and who received higher ratings from their teachers on the end of the year teacher questionnaire.

* * *

QUESTION 4

Should teacher training be revised or expanded?

RECOMMENDATION

Program staff should expand their activities to deliver more training to teachers in utilization of materials and in how to utilize instructional aides in the classroom. The Coordinator and Staff Development Specialist should arrnage their schedules to spend more time in the schools to observe the progress of the program and to offer assistance in the program implementation. Project staff and principals should work together to guarantee that all teachers who will work in the project will attend the preschool teacher training workshop.

SUPPORTIVE DATA

In an end of the year questionnaire, teachers revealed that less than half of them had attended the preschool teacher training workshop during which the project was introduced to teachers. Principals and teachers alike expressed opinions that teacher training in utilization of materials and of instructional aides in the classroom had been only partially adequate throughout the year. They expressed particular

unhappiness over not seeing the project staff in the schools enough. Inspection of project staff calendars revealed that indeed the project personnel had spent relatively little time in the schools on teacher training or in classroom visitations. There also appeared to be room for improvement in the area of instructing teachers concerning the objectives of the program. Many of the teachers and aides were not aware of all the objectives of the program as measured by a questionnaire given at the end of the year.

* * *

QUESTION 5

Should training for classroom observers be revised or expanded?

RECOMMENDATION

The training for classroom observers should be continued as it was during the past year, with the one exception of adding more training on the use of the observation systems used by the office, to obtain greater interobserver consistency.

SUPPORTIVE DATA

A test of interobserver reliability was conducted among the observers doing classroom observations for the project's evaluation. An overall interobserver reliability on the observation items of .80 was obtained. This is a very acceptable level of reliability for such an instrument (Systematic Classroom Observation Form - SCOF). However, several individual items did yield considerably lower correlation coefficients than the total, indicating that more extensive observer training should be conducted with the instrument if the form is to be used for evaluation data collection purposes (or that the items should be discarded). None of the principals thought that the process evaluators observing in the classrooms hampered either the students or teachers in any way. Reactionnaires to classroom observations filled out anonymously by teachers and mailed in to the Office of Research and Evaluation revealed that teachers felt that the observers detracted little, if at all, from the classroom activities. Teachers also felt that the observations were conducted at convenient times, and that the observation periods sampled activities characteristic of the usual classroom activities.

* * *

QUESTION 6

Should the curricula provided by the project be changed?

RECOMMENDATION

Teachers appear to be satisfied with the materials which were purchased by the project, and should continue to make the primary decisions on which materials should be purchased for use in their classrooms. The program staff should devote more time to assisting teachers in the utilization of these materials on a one-to-one basis in the classroom. The writing and book publishing activities of the language experience in reading should be emphasized more in the elementary schools, but not to the exclusion of curricula which emphasize basic skills.

SUPPORTIVE DATA

According to staff project interviews, the method used for selecting project materials was one of arranging for sales representatives to do materials presentations on various individualized materials. In addition, the Staff Development Specialist demonstrated the use of these materials in the schools. The teachers, principals, and aides all indicated that the materials purchased by the project were appropriate for the students' needs. The Coordinator reported that the material had been selected on the basis that "no one method best teaches all," and an eclectic approach had been used in selection of materials. However, teachers and principals expressed dissatisfaction with the low amount of assistance offered to them by the program staff in the utilization of these materials in the classroom. At the elementary school which emphasized language experience (students wrote and published their own books, and a Young Author's Conference was held) student attitude toward reading improved but reading attitude declined at the other elementary school where student writing and book publication had occurred very little.

* * *

QUESTION 7

Should the evaluation design be altered?

RECOMMENDATION

The evaluation design should be altered to reflect the funding level awarded to the evaluation component of the project for next year. This design would consist mainly of summative outcome evaluation (end of the year reporting on student achievement). Minimal process evaluation would be conducted through management and educational audits by external experts contracted by the Office of Research and Evaluation.

SUPPORTIVE DATA

If the project is funded for next year, the evaluation component of the

budget will be funded for only three percent of the total project budget (the formula currently recommended by USOE for conducting an evaluation of a federal program). Therefore, the current evaluation design which was carried out for the last two years and approved by the panel of proposal reviewers for 1975-76 projects cannot be implemented on such low funding, and must be revised. The type of an evaluation design which can be implemented on three percent of the budget will be minimal, and will consist mainly of achievement testing of students at selected grade levels, and will make impossible a systematic attempt at any formative evaluation or assessment of program implementation.

* * *

QUESTION 8

Should the objectives of the program be changed?

RECOMMENDATION

Improvement in student reading achievement should remain the primary objective of the ESAA Pilot Project in the AISD. However, the project activities should be changed to other approaches which hopefully would be more successful in meeting this objective.

SUPPORTIVE DATA

The evidence collected during the past two years of intensive evaluation of Project Assist indicates that the program as currently designed is having little or no success in raising reading achievement of students (the main objective of Project Assist and of ESAA). Nor are the schools improving across the board on student attendance, self concept, attitude toward school, or attitude toward reading. However, the project has met its process objectives and input objectives somewhat better . The schools are receiving the services of instructional reading aides who are generally working directly with students in the area of reading, and the three project schools have received close to $100,000 in reading materials during the past two years. In other words, the program is being implemented more or less the way it was designed to be implemented, but students are not reading significantly better in these schools, and in some cases they are achieving lower.

* * *

SCHOOL AND CLASSROOM-LEVEL DECISION QUESTIONS

QUESTION 1

What materials should be supplied by Project Assist?

RECOMMENDATION

Principals and teachers should determine what materials should be supplied to their classrooms by the project, and communicate those requests to program staff directly.

SUPPORTIVE DATA

No data was collected by the project evaluation staff regarding this decision question. The program staff made a systematic survey of teacher requests for materials early in the fall and utilized those requests in ordering materials.

* * *

QUESTION 2

What training does regular school staff need to implement the program?

RECOMMENDATION

All teachers and principals in whose schools the project will operate should attend the preschool training workshop. During this time the project's objectives should be fully explained (to be repeated throughout the year). Inservice training sessions should be conducted during the year to assist teachers in using the materials purchased by the project. Subsequent inservice with teachers on an individual basis should be conducted by program staff in order to help teachers iron out any specific difficulties in the use of project materials and/or utilization of the instructional aide in their classroom.

SUPPORTIVE DATA

The evidence for this question is pretty much a repeat of the evidence presented for a similar program level question. Less than half of the teachers reported attending the preservice session, and subsequently at the end of the year, there was some confusion among teachers as to what the objectives of the program were. Principals and teachers alike expressed the feeling that teacher training in utilization of materials and utilization of instructional aides had been only partially adequate.

* * *

QUESTION 3

What training do Project Assist aides need to implement the program?

RECOMMENDATION

Teachers should continue to train their aides informally on a one-to-one basis, and encourage them to pursue additional training in their vocational field. Teachers should plan reading instruction with their aides regularly (not on a sporadic basis). Instructional aides should attend all grade level (or subject area) meetings held by the teachers with whom they work. This will increase the amount of teacher-aide planning and instructional coordination. Teachers and aides should request assistance from project staff on specific topics concerning utilization of instructional aides in the classroom. A systematic means of requesting and supplying this help (on a speedy basis) should be established by program staff, principals, teachers, and aides.

SUPPORTIVE DATA

When asked to recommend what type of training their instructional aides should receive, teachers said that "classroom management" and "instructional methods" were the top two priorities for aide training. Over half of the teachers reported spending a half hour per week or less planning reading instruction with their aide, and the other half spent one hour per week or more planning with their aide. Seventy percent of the teachers reported devoting between one and four hours per month to informal training with their aide. The aides rated the training which their teachers had given them throughout the year as helpful, and reported that their teachers had encouraged them to pursue additional knowledge which would assist them to become more effective in the classroom. Less than half of the teachers reported including their aides in grade level or subject area meetings.

* * *

QUESTION 4

Should the school continue to participate in Project Assist?

RECOMMENDATION

It is recommended that current project schools continue to participate in Project Assist next year if invited to do so. However, there appear to be other schools in town (at the elementary level) which could benefit more from a more equitable distribution of special projects and resources.

SUPPORTIVE DATA

If given the choice, all three project schools would elect to participate in Project Assist next year. Principals, teachers, and aides were all

overwhelmingly positive in their assessment of the program, indicating that an increase in individualization of instruction had been the greatest benefit of the project. However, the elementary project schools were overloaded with special programs. (Each of the elementary schools had no less than 16 special programs providing extra resources in the form of materials, staff, and training.)

* * *

FEDERAL-LEVEL DECISION QUESTIONS

QUESTION 1

Should the program be refunded?

RECOMMENDATION

The program as currently designed should not be refunded by ESAA.

SUPPORTIVE DATA

The program, as designed for the past two years, has not been successful in raising student reading achievement. However, the program has generally been well administered by the district, and the program activities have, with a few exceptions, been implemented as proposed.

* * *

QUESTION 2

Should the program be revised or expanded?

RECOMMENDATION

Because the program as designed and implemented for the past two years has not improved the reading achievement of students with whom it has worked, it is strongly recommended that if the program is refunded, the program activities and resources should be redesigned in order to better achieve the main goal of ESAA: Eliminating the discrepancy between minority and majority group achievement patterns.

SUPPORTIVE DATA

Elimination of the discrepancy between minority and majority group achievement patterns is the main objective of the Emergency School Assistance Act through which this project is funded. However, the

evaluation of the project has indicated that the project as designed for the past two years has not succeeded in improving reading achievement of minority youngsters with whom it has worked. Other evaluation data collected by this office during this year suggest that reducing the pupil/teacher ratio (not just the pupil/adult ratio) helps to improve student achievement.

* * *

QUESTION 3

Should the program be evaluated?

RECOMMENDATION

This project, like all special projects, should be very carefully evaluated. The funding agency should allocate adequate funds for this purpose. (Three percent of the total budget is not adequate.)

SUPPORTIVE DATA

At the inception of ESAA, the emphasis on Pilot programs was on trying out new and promising approaches to old problems to see if the new approaches worked, and to then promote the replicability of those approaches which were successful through other funding sources, particularly local district monies. This philosophy required that the Pilot programs be carefully evaluated. However, the USOE's interpretation of ESAA guidelines appears to have changed to one of: Try out the innovation, but don't bother to find out if it is any good or not. This new philosophy is being applied not only to Pilot programs, but to ESAA Basic and Bilingual/Bicultural programs as well.

It is not apparent to this evaluation office how the federal government or a local district will ever know if a program should be continued, revised, or deleted without knowledge of the effects it has on the students and schools which the program addresses. The majority of innovative ideas, when implemented, do not achieve the hoped for effects. Without evaluation of these programs, millions of dollars will continue to be spent on educational approaches which, had they been adequately evaluated, would have been found to have no cognitive or affective benefit to students or school systems. Such a neglect of accountability is puzzling, and should not be encouraged by either the public or by Congress.

Perhaps a better decision question to ask here is: Should the funding agency allocate an adequate proportion of the total program budget to evaluation? It is the strong recommendation of this office that USOE rethink its philosophy concerning the evaluation of federal programs, and that educational accountability again receive the emphasis it must have to improve the quality of education for the nation's educationally disadvantaged youngsters.

* * *

III

PROJECT DESCRIPTION

PROGRAM DESCRIPTION

Introduction:

Project Assist is a 1974-75 pilot project in the Austin Independent School District (AISD) funded by the Emergency School Assistance Act (ESAA) for $283,560 and is in its second year. The program was established in response to a need to reduce the discrepancy in reading achievement patterns between majority and minority group students. The project focuses on the use of teacher aides as instructional reading aides who have been trained in reading instructional techniques using a specific set of reading materials. The project was designed to test the following hypothesis:

> Students who are in contact with teacher aides who have had specific training in the area of reading instruction will learn to read better than students who are in contact with teacher aides who have had no reading training, and also better than students who are in contact with no teacher aides.

The above-described three groups of students being measured in this study are:

Experimental Schools	General Aide Schools	No Aide Schools
Metz Elementary	Brooke Elementary	Becker Elementary
Palm Elementary	Ortega Elementary	Dawson Elementary
Martin Junior High	Allan Junior High	Fulmore Junior High
		Travis Heights Sixth Grade School

There are several components to the project. These will be described in the following sections.

Teacher Aides:

The project focuses on the use of instructional reading aides. These aides were to be selected from the school neighborhoods and/or from minority groups. Each aide in the elementary schools worked with the teachers at one grade level. Aides at the junior high level worked with classroom teachers (of either reading or English). All the aides were placed in schools to work exclusively as instructional classroom aides on the reading task.

Training

Prior to the beginning of school, the aides were given intensive reading instructional training over a three week period. They received additional in-service training during the project year. Project teachers at the three project schools also received training throughout the year on the use of reading materials placed in their schools and in the effective utilization of the Project Assist aides placed in their classrooms.

Reading Materials

Reading materials which the aides were trained to utilize were a key feature of the project. The faculties at each of the three experimental schools selected the reading curriculum which was utilized in their school. All materials purchased were evaluated by project teachers and recommended prior to purchase of the materials with project monies.

Aides and teachers at the elementary level used a language experience approach curriculum called the Language Experience in Reading (L.E.I.R.), which was developed by Dr. Roach Van Allen. Other instructional programs used were the BRL Sullivan Programmed Instruction, the Hoffman System, SRA (Scientific Research Associates) and EDL (Eductional Development Lab). The junior high aides and teachers used the Hoffman System, SRA, and EDL, as well as a collection of other materials, e.g., the newspaper, audiovisual aids and programmed reading curricula.

Audiovisual equipment (recorders, projectors, record players, etc.) were also placed in the schools. Library books were bought by the project and placed in the classrooms. Some consumable materials for students', aides', and teachers' use (student workbooks, paper, laminating film, etc) were also purchased by the project. Filmstrips and films were bought to provide experiences from which students verbalized, wrote, and read. Professional resource books were also provided for teachers and aides.

Although there was not a funded parental involvement component in the program, project activities initiated parental involvement at one of the project elementary schools. Parents were recruited and trained by the project and school staffs to publish childrens' books in the Metz Elementary publishing center.

A Young Authors Fair was held in May 1975, at Metz to celebrate this writing, illustrating and publishing of over 200 books at the school during the project year. The writing of these books was initiated by the L.E.I.R. curriculum, and the Fair was sponsored by the project.

Evaluation was also a component of the project. A description of its activities is found in the following section.

EVALUATION DESCRIPTION

Introduction

The evaluation of Project Assist attempted to answer the following major question:

> Do students who are in contact with teacher aides who have had specific training in the area of reading instruction learn to read better than students who are in contact with teacher aides who have had no reading training, and also better than students who are in contact with no teacher aides?

Additional questions to be answered revolve around several topics: program effects other than achievement, degree of program implementation, and documentation of extra-program activities which may affect the program and/or evaluation of the program.

The recommendations to decision questions and the assessment of objective achievement is based on data gathered by questionnaires, classroom observations, interviews, and achievement and attitude test data.

The following sections will describe the Project Assist evaluation design, the evaluation staff and their various activities, descriptions of the instruments used and their administration, and data analysis conducted.

Evaluation Design

The Project Assist evaluation design was drafted in August and September, 1974, and was reviewed by school and program staff in October. This draft of the design included:

> Evaluation Activity Time Line
> Decision Questions To Be Addressed By The Project Assist Evaluation
> Program Objectives
> Data Collection and Analysis Overview

The evaluation activity time line details deadlines for all instrument design, data collection, data analyses, and reporting activities for 1974-75.

There are three levels of decision questions: system-level, program-level, and school-and classroom-level. Answeres to the system-level decision questions are planned to assist the Board of Trustees and the Superintendent in making decisions relative to the continuance of the program. The information would also be useful to other groups. Answers to program-level decision questions would assist those charged with implementing the program in making decisions. Answers to school and classroom-level questions should assist those charged with making decisions at the school and classroom level, e.g., principals and teachers.

The three kinds of program objectives developed for Project Assist are:

outcome objectives - the level of student behaviors which the program is attempting to achieve

process objectives - the level of classroom activities which, if implemented, are expected to result in the achievement of the concurrent outcome objectives

input objectives - the level of personnel, training, materials, and extra-classroom factors which, if achieved, are expected to result in the achievement of the concurrent process and outcome objectives.

A program objectives overview is presented on the following page. These objectives were developed jointly by program staff and evaluation staff. Principals reviewed and approved the completed evaluation design document. It is recommended that in the future school personnel participate more actively in the development of decision questions, program objectives, and evaluation strategies.

The data collection and analysis overview sheets simply outline the appropriate instruments and analyses necessary to measure the program objectives. Also included here are populations to be measured, dates and methods of measuring, and persons responsible for these activities.

The completed evaluation design is available for review in the A.I.S.D. Office of Evaluation.

Evaluation Staff:

The project evaluation staff is composed of the following positions:

1 project evaluator
2 process evaluators
1 secretary

The evaluator is responsible for the evaluation of Project Assist, both formative and summative evaluation. She is responsible for the construction of the evaluation design. Other responsibilities include: the choice and/or design of all instruments used, data analysis, data interpretation, and reporting (both verbal and written) to appropriate persons and groups.

The two process evaluators provide input to the above-described evaluation activities. Their main duties consist of the recording of process data in the form of classroom observations, interviews, and questionnaires. Data coding, clerical work, data interpretation, and report writing are also involved in their work.

The evaluation secretary is responsible for all clerical work and for maintaining account balances for the evaluation budget.

Evaluation Instruments:

The Project Assist evaluation involved measures from students, teachers, aides, and principals. A master chart listing the various instruments used and the populations to whom they were administered is shown on the following page.

Descriptions of the instruments and the details of their administration are found preceding each separate instrument report in the Appendices. Also covered there are any problems with the instrument and/or its administration which might affect the validity of the data gathered.

Data Analyses:

For the most part data were analyzed using the University of Texas at Austin Computation Center facilities. Keypunching services were obtained from the A.I.S.D. Computation Center, the University of Texas Computation Center, and the Southwest Educational Development Laboratory. Data coding was completed by A.I.S.D. Office of Evaluation staff and outside contractors. Some data analyses were contracted by the project with Mr. Jim Sherrill of Austin, Texas. The University of Texas at Austin VSTAT[1] and SPSS[2] statistical package programs were used for most of the statistical analyses. Detailed analysis techniques of specific data are described in the corresponding separate instrument reports in the Appendices.

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[1] VSTAT (Educational Statistics) is a library of computer programs for statistical analysis of quantitative data, and was developed by D.J. Veldman of the University of Texas at Austin. It is active there as well as in other computer systems in the country.

[2] SPSS (Statistical Package of the Social Sciences) is also a library of computer programs for analyzing data with respect to the usual descriptive statistics. The original version was developed at Stanford University by Dale Bent and Norman Nie, but has been converted for use on the University of Texas at Austin Computer System.

PROJECT ASSIST EVALUATION MASTER CHART OF INSTRUMENT ADMINISTRATION

SCHOOL	INSTRUMENT														
	CLASSROOM OBSERVATIONS	PRE-READING ATTITUDE TEST	PRE-SCHOOL SENTIMENT INDEX	PRE-PIERS-HARRIS SELF-CONCEPT	FALL TEACHER INTERVIEW	FALL AIDE INTERVIEW	FALL CALIFORNIA ACHIEVEMENT TEST	MIDYEAR-CALIFORNIA ACHIEVEMENT TEST	SPRING CALIFORNIA ACHIEVEMENT TEST	SPRING TEACHER QUESTIONNAIRE	SPRING AIDE QUESTIONNAIRE	SPRING PRINCIPAL INTERVIEW	POST-PIERS-HARRIS SELF-CONCEPT	POST-READING ATTITUDE TEST	POST-SCHOOL SENTIMENT INDEX
PALM	X 1-5	X 2,5	X 3,4	X 3,4	X	X	X 2-5	X 2,4	X 1,3,5	X	X	X	X 3,4	X 2,5	X 3,4
METZ	X K-5	X 2,5	X 3,4	X 3,4	X	X	X 2-5	X 2,4	X 1,3,5	X	X	X	X 3,4	X 2,5	X 3,4
MARTIN	X 6-8				X	X		X 6,7,8		X	X	X			
BROOKE	X 1-5	X 2,5	X 3,4	X 3,4			X 2-5		X 1,3,5				X 3,4	X 2,5	X 3,4
ORTEGA	X 1-5	X 2,5	X 3,4	X 3,4			X 2-5		X 1,3,5				X 3,4	X 2,5	X 3,4
ALLAN	X 6-8							X 6,7,8							
DAWSON	X 1-5	X 2,5	X 3,4	X 3,4			X 2-5	X 2,4	X 1,3,5				X 3,4	X 2,5	X 3,4
BECKER	X 1-5	X 2,5	X 3,4	X 3,4			X 2-5	X 2,4	X 1,3,5				X 3,4	X 2,5	X 3,4
TRAVIS HEIGHTS	X 6							X 6							
FULMORE	X 7-8							X 7,8							

IV

CONTEXT DESCRIPTION

INTRODUCTION

A description of the context in which Project Assist operated during its first two years must include information about the school environments prior to the entry of the project into the schools. The first of the following four sections will present pre1973-74 information, while the second and third sections will describe the context in which Project Assist operated during the 1973-74 and 1974-75 school years. The fourth section will address the question of comparability of the designated experimental and control groups in terms of context.

DESCRIPTION OF CONTEXT PRIOR TO PROJECT ASSIST (1972-73)

Physical Context

The three school environments into which Project Assist was introduced can be described as inner-city schools with predominantly Mexican-American enrollments. The project schools were located in neighborhoods where incomes are low, and becoming lower, as economic migration out of the neighborhoods to more prosperous areas of the city increasingly occurs.

The two elementary physical facilities are quite old, while the junior high is relatively new. Palm Elementary, built in 1892, is the second oldest school building in town, and Metz Elementary was built in 1916. Martin Junior High was constructed relatively recently in 1967.

Special Programs Operating in the Schools

Special programs in a school can be of several types. Some programs offer materials only, while other programs may place special personnel in the building. Still others offer materials and personnel and provide staff development as well; others offer only staff development in special areas. The combinations can vary, and therefore the impact of a program on a school will vary according to the number of innovations carried in the program.

Few special programs of any kind, however, had been placed in the project schools prior to 1972-73. Migrant Programs were in operation, and some Title I aid had been funneled into the schools in the form of extra personnel and materials. Title I aid to Martin, however, had been discontinued the year previous to Project Assist's entry into the school.

Other programs operating at Martin were: University of Texas Tutoring Service; University of Texas Social Workers; CVAE, a special vocational education program that is offered to some students in place of social studies courses; and Project Reality, a local project that places part-time personnel (two days a week) in the school for special individual and group counseling sessions. (See Table IV-A.)

Table IV-A: SPECIAL PROGRAMS OPERATING IN MARTIN JUNIOR HIGH SCHOOL

PROGRAM INPUT*	PROGRAM	pre1973-74	1973-74	1974-75
Materials and Personnel	Project Assist (including extensive program evaluation)		X	X
	ESAA Bilingual/Bicultural (including extensive program evaluation)		X	X
	ESAA Tutoring Program		X	X
	Title I	X		
	Migrant Program	X	X	X
	CVAE (vocational education program)	X	X	X
	Special Education Plan A			X
Personnel	U.T. Social Workers	X	X	X
	Reality Therapy			X
	Project Reality	X	X	X
	U.T. Tutoring Service	X	X	X
Materials	Fountain Valley Reading			X
	Fountain Valley Math		X	X

* The implementation of these inputs may vary from year to year and from class to class within the school. Inservices are an integral part of that implementation in many cases.

Other programs at Metz were: Plan A, a Special Education program that mainstreams Special Ed children back into the classroom; University of Texas Social Workers; University of Texas Student Teachers; University of Texas Student Observers; the SEDL Kindergarten Program, a set of kindergarten

materials developed by Southwest Educational Development Laboratories. (See Table IV-B.)

Table IV-B: SPECIAL PROGRAMS OPERATING IN METZ ELEMENTARY SCHOOL

PROGRAM INPUT*	PROGRAM	pre1973-74	1973-74	1974-75
Materials and Personnel	Project Assist (including extensive program evaluation)		X	X
	ESAA Bilingual/Bicultural (including extensive program evaluation)		X	X
	Title I (including extensive program evaluation)	X	X	X
	Migrant Program	X	X	X
	Diagnostic Intervention Program		X	X
	Special Education Plan A	X	X	X
Personnel	Teacher Corps			X
	U.T. Student Teachers	X	X	X
	U.T. Social Workers (after school)	X	X	X
	U.T. Student Observers	X	X	X
	U.T. Tutoring from M.H.M.R. (after school)		X	X
Materials	Metz Publishing Company			X
	Fountain Valley Math			X
	SEDL Kindergarten Program	X	X	X
Inservice Only	Reality Therapy			X
	Domingo Dominguez SEDL Model**			X

* The implementation of these inputs may vary from year to year and from class to class within the school. Inservices are an integral part of that implementation in many cases.

** Full implementation of this model carries more than inservices; however, initial inservices were all that occurred at Metz during 1974-75.

The Fountain Valley Reading Program (a program of reading instruction introduced by AISD) and the SEDL Kindergarten program were the only programs operating at Palm Elementary other than Title I and the Migrant Program. (See Table IV-C.)

Table IV-C: SPECIAL PROGRAMS OPERATING IN PALM ELEMENTARY SCHOOL

PROGRAM INPUT*	PROGRAM	pre1973-74	1973-74	1974-74
Materials and Personnel	Project Assist (including extensive program evaluation)		X	X
	ESAA Bilingual/Bicultural (including extensive program evaluation)		X	X
	Title I (including extensive program evaluation)	X	X	X
	Special Education Plan A		X	X
	Migrant Program	X	X	X
	Diagnostic Intervention Program		X	X
Personnel	Teacher Corps			X
	Manpower Aide Program			X
	U.T. Social Workers		X	X
	U.T. Tutoring from M.H.M.R.			X
Materials	Fountain Valley Reading	X	X	X
	Fountain Valley Math			X
	SEDL Social Studies Pilot Project			X
	SEDL Kindergarten Program	X	X	X
Inservice Only	Domingo Dominguez SEDL Model**			X
	Magic Circle		X	X

* The implementation of these inputs may vary from year to year and from class to class within the school. Inservices are an integral part of that implementation in many cases.

** Full implementation of this model carries more than inservices; however, initial inservices were all that occurred at Palm during 1974-75.

Achievement

Despite the investment of Title I monies, rather disappointing achievement scores were measured in Title I schools during the same years those monies were spent. Students in Title I schools scored significiantly lower than students in non-Title I schools on achievement tests. The achievement gap widened drastically as students became older, and at grade eight the Title I students were (according to California Achievement Test results for Spring 1973) reading about three years below non-Title I students. (See Table IV-D.)

Table IV-D: CALIFORNIA ACHIEVEMENT TEST READING SUBTEST RESULTS FOR A.I.S.D. TITLE I EIGHT GRADERS AND NON-TITLE I EIGHT GRADERS FOR SPRING, 1973

GROUP	N	VOCAB-ULARY Grade Equiv.	COMPRE-HENSION Grade Equiv.	TOTAL READING Grade Equiv.
Title I	532	5.74	6.10	5.88
Non-Title I	3287	8.75	8.82	8.81

Attendance

Student attendance was extremely low in the three schools in which Project Assist was to operate. In 1972-73 Palm Elementary students' percent of daily attendance (ADA) was 88%, two percentage points below the non-Title I elementary average. Martin Junior High's percent of ADA (82%) was the lowest of all the schools in town, including elementary and secondary schools. (See Table IV-E.)

Table IV-E: PERCENT OF AVERAGE DAILY ATTENDANCE (ADA) FOR 1972-73 FOR TITLE I AND NON-TITLE I ELEMENTARY AND SECONDARY SCHOOLS AND THE THREE PROJECT ASSIST SCHOOLS

GROUP	ELEMENTARY % ADA	JUNIOR HIGH % ADA
Title I	93	84
Non-Title I	95	93
Project Assist Schools		
Palm	88	
Metz	92	
Martin		82

Table IV-F: 1972-73 DROPOUT DATA FOR SEVENTH AND EIGHTH GRADES IN A.I.S.D. JUNIOR HIGH SCHOOLS

SCHOOL	7th GRADE	8th GRADE	TOTAL
Martin	8	17	26
Allan	5	7	12
Bedichek	2	3	5
Burnet	4	4	8
Dobie	0	1	1
Fulmore	2	6	8
Lamar	3	6	9
Murchison	0	0	0
O. Henry	0	0	0
Pearce	0	2	2
Porter	0	9	9
Webb	1	3	4

Drop-out Rates

The drop-out rate at Martin Junior High for 1972-73 was the highest in the district. The total dropout figure for that school was more than twice that of Allan Junior High, the school with the next highest dropout rate. (See Table IV-F.)

Parental Involvement

Parental involvement at Palm Elementary and Martin Junior High was almost non-existent. Palm had two volunteers in 1972-73 and Martin had one. The situation at Metz was considerably better; 25 individuals volunteered their services to that school in 1972-73. PTA enrollment was also extremely low in these schools.

There was much less parental involvement at Title I schools in general during the 1972-73 school year than there was at non-Title I schools, with the reported number of 1972-73 volunteers in Title I schools being less than half the number reported for non-Title I schools. (See Table IV-G.)

Table IV-G: NUMBER OF VOLUNTEERS/SCHOOL REPORTED IN TITLE I SCHOOLS, NON-TITLE I SCHOOLS, AND PROJECT ASSIST SCHOOLS IN 1972-73

GROUP	VOLUNTEERS/SCHOOL
Palm	2
Metz	25
MARTIN	1
Title I Average	19
Non-Title I Average	39

DESCRIPTION OF CONTEXT DURING THE FIRST YEAR OF PROJECT ASSIST (1973-74)

In addition to the context factors outlined in the previous section, several changes occurred in the three project schools just prior to and during the first project year, factors over which Project assist had no control. These changes, some at the school level and some at the district level, drastically altered the context in which Project Assist operated during its first year.

Special Programs

The 1973-74 school year saw the inclusion of several new programs into the project schools, Project Assist among them. It must be kept in mind that new programs, while offering valuable services to school personnel, also place burdens on those same people. Inservices are time-consuming, as are the interviews and questionnaires that descend on teachers and principals as programs seek needs assessment and evaluation information. Change itself, even for the better, can be a source of stress if too many changes come at once.[1]

Bilingual/Bicultural: Simultaneous with the funding of Project Assist, ESAA (Emergency School Assistance Act) funds were also awarded for an ESAA Bilingual/Bicultural Project. Implemented in seven AISD schools (three of which were the schools in which Project Assist operated), the program emphasized staff development, bilingual materials, and community involvement. It was a program that offered as many innovations, if not more, than did Project Assist.

ESAA Basic Reading (Tutoring) Program: Another ESAA program implemented in 1973-74 was a tutoring program in Reading at Martin Junior High, where a Reading Specialist was placed to work with targeted students on a tutoring basis. Peer tutoring was also an integral part of the plan, so that far more than the targeted students were touched by the program.

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[1] According to Gene Hall, researcher in the area of innovation and author of The Concerns-based Adoption Model: A Developmental Conceptualization of the Adoption Process Within Educational Institutions (paper presented at the American Educational Research Association, Annual Meeting, 1973), it is probable that no more than three innovations can be managed at any one time.

A Diagnostic Intervention Program was begun at both Metz and Palm. This program operates a Diagnostic Intervention Center, out of which materials and personnel are available for counseling of individual children and staff development of teachers in behavior modification techniques.

The services of University of Texas Social Workers were included at Palm for the first time, and the initial implementation of Plan A took place in that school in 1973-74.

Metz took on the Fountain Valley Reading Program and acquired the services of University of Texas Tutoring from M.H.M.R. (Texas Department of Mental Health and Mental Retardation), while Martin acquired both Fountain Valley Reading and Fountain Valley Math materials. (See Tables IV-A, IV-B, IV-C.)

Sixth Grade Schools

Prior to the beginning of the school year, AISD implemented a Sixth Grade School concept that affected elementary and secondary schools throughout the city. The purpose of the plan was to provide racially integrated learning environments for sixth graders and to obviate the busing of elementary students to achieve this purpose. The effect this had on the project and comparison schools was to remove sixth graders from the elementary buildings and to incorporate them into the junior high buildings, thereby altering the organizational and social structure at both levels. Martin became one of the eight Sixth Grade Schools, in addition to continuing its 7th and 8th grade programs. Additional staff, reassignment of staff and space, and a myriad of other changes accompanied this innovation.

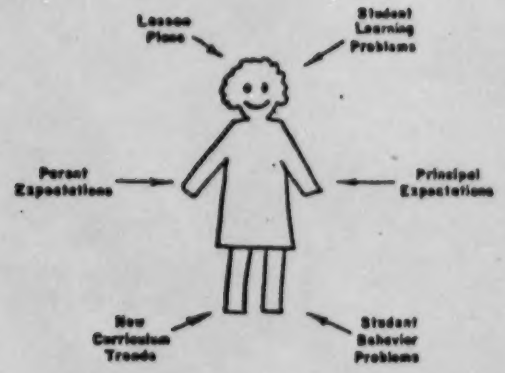
Pupil/Teacher Ratio Reduction

Another change was the reduction of the pupil/teacher ratio in Metz and Palm, a change that reduced the pupil/teacher ratio at Metz to 21.65 and to 23.42 at Palm. The reduction was not implemented, however, until after school started, and additional teachers were hired in September and October. This required a reassignment of many students, a procedure that caused conflict and confusion for the teachers and students involved.

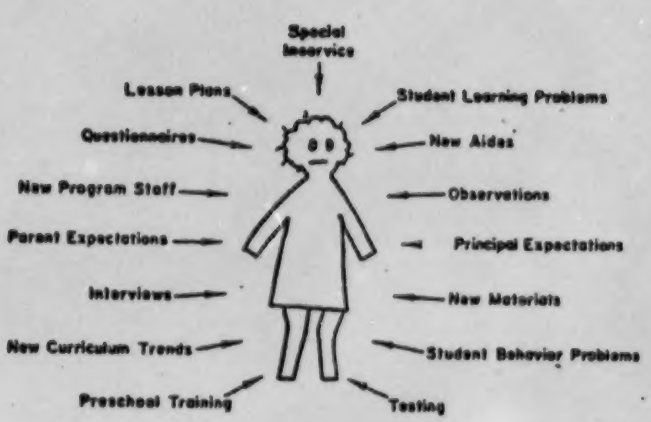
Principal Reassignment

Approximately two weeks before school started, Palm and Metz were assigned new principals. Both were young men in their first administrative assignments.

NORMAL DEMANDS ON TEACHER:



ADDITIONAL DEMANDS ON TEACHER INTRODUCED BY ONE LARGE-SCALE SPECIAL PROGRAM



ADDITIONAL DEMANDS ON TEACHER INTRODUCED BY THREE LARGE-SCALE SPECIAL PROGRAMS

DESCRIPTION OF CONTEXT DURING THE SECOND YEAR OF PROJECT ASSIST (1974-75)

The context factors that imposed much change on the project schools during the first year continued into the second year, while achievement, attendance, and parental involvement in the schools remained low. Martin's drop-out rate continued to be excessive.

Other sources of change, added in the second year to those changes that were carried over from the first year, caused "overloads" during the second year that further confused the complex situation that Project Assist Evaluation and Program Staff faced in those schools. Improvement (or lack of it) in the areas addressed by the Project Assist objectives could conceivably be caused by one or more of the other changes implemented in the schools alongside Project Assist, rather than by the Project Assist innovations.

The added sources of change during the second year were in the form of further programs in the schools.

During the second project year Palm Elementary saw the addition of more special personnel under the Teacher Corps Program, the Manpower Aide Program, and University of Texas Tutoring from a Mental Health Mental Retardation organization. New programs that placed materials in the school were also included at Palm: Fountain Valley Math and SEDL Social Studies Pilot Project (a package of Social Studies materials developed by Southwest Educational Development Laboratory). Project Assist and ESAA Bilingual/Bicultural continued into their second year at Palm by placing materials and personnel in the school and providing inservices as well. Inservices were also provided by Southwest Educational Development Laboratory for their Domingo Dominguez SEDL Model, in anticipation of future use of that model at Palm School. (See Table IV-C.)

At Metz Elementary, Project Assist and ESAA Bilingual/Bicultural also continued into the second year, providing inservices and placing personnel and materials in that school. A new Teacher Corps Program also placed extra personnel in that school, while the Fountain Valley Math Program and the Metz Publishing Company (a local pilot program that funded the publishing of student-made works) brought new materials into the school. Some inservices on the Domingo Dominguez SEDL Model also took place at Metz (as at Palm), and many inservices were held as part of the new Reality Therapy Program. This Reality Therapy Program had much impact on the school, as it brought in a new and highly structured approach to the modification of student behavior. (See Table IV-B.)

Martin Junior High also acquired the Reality Therapy Program in 1974-75, and that school received special personnel as well as inservices as part of the program. Plan A was implemented there, and the Fountain Valley Reading Program brought new materials into the reading classes. (See Table IV-A.)

COMPARABILITY OF EXPERIMENTAL AND CONTROL GROUPS

Special programs were also operating in the comparison schools during the first two years of Project Assist, the nature of which rendered the schools less than optimal as comparison schools, while other factors in those schools also contributed to their being not entirely comparable. Charts IV-8 and IV-9 show comparability of the project and comparison schools in terms of major programs operating in the schools, principals, student ethnicity, teacher ethnicity, percent of students from low-income families, PTA enrollment, percent attendance, and achievement as measured by the CAT. (See Table IV-H and Table IV-I.)

Perhaps the greatest deterrent to comparability of Project Assist schools and the comparison schools were:[2]

1) Dr. Frank Gusak's reading program at Brooke Elementary, a program sponsored by the University of Texas that utilized approximately 80 part-time undergraduate tutors.

2) The higher socioeconomic status of the no-aide comparison groups compared to that of the Project Assist and general-aide comparison groups.

3) The historically low achievement scores and attendance patterns of those schools designated as Project Assist schools (no other schools in A.I.S.D. were really comparable on these two counts).

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[2]For a detailed study of the comparability of the Project Assist experimental and control schools, the reader is referred to An Ideal Evaluation Design in a Public School Setting: or Where Are You Campbell and Stanley Now That We Need You?, a paper presented at the Annual Meeting of the American Educational Research Association, 1975, by Ann M. Lee, Ph.D., and Freda M. Holley, Ph.D. See Appendix P, Vol. II of this report.

Table IV-H: COMPARABILITY OF ELEMENTARY EXPERIMENTAL AND CONTROL SCHOOLS

SCHOOL FEATURES	PROJECT ASSIST SCHOOLS		GENERAL AIDE CONTROL SCHOOLS		NO AIDE CONTROL SCHOOLS	
	METZ	PALM	BROOKE	ORTEGA	BECKER	DAWSON
Other Major Programs	ESAA Bilingual/ Bicultural Program	ESAA Bilingual/ Bicultural Program	Title VII Bilingual Program; Dr. Frank Guzak's (U.Tex.) Reading Program; Communication Skills	Title VII Bilingual Program; Dr. Nancy Roser's (U.Tex.) Reading Program; Communication Skills	Title VII Bilingual Program; Extensive Title I Reading Program; District Reading Program	Title VII Bilingual Program; Individually Guided Education (IGE)
Principal	1st year Mexican American male	1st year Mexican American male	1st year Mexican American female	Experienced Black male	Experienced Anglo female	Experienced Anglo female
Student Ethnicity	98% M.A. 1% B. 1% A.	97% M.A. 1% B. 2% A.	98% M.A. 0% B. 2% A.	39% M.A. 57% B. 4% A.	69% M.A. 12% B. 19% A.	62% M.A. 5% B. 33% A.
Teacher Ethnicity	39% M.A. 14% B. 46% A.	30% M.A. 10% B. 60% A.	61% M.A. 14% B. 25% A.	30% M.A. 18% B. 53% A.	17% M.A. 23% B. 61% A.	13% M.A. 15% B. 72% A.
No. Adults Instructing in Classroom	1.9	1.9	2.3	2.0	1.7	1.4
Percent students from low-income families (from Title I survey)	89.64	96.41	86.98	91.34	79.56	50.82
1974-75 Ratio of parents enrolled in PTA/ students in that school	0.10	0.13	0.42	0.09	0.17	0.37
1973-74 Percent Attendance	91	89	91	91	89	93
1973-74 CAT results	1.94 2nd grade 2.88 4th grade	1.57 2nd grade 2.84 4th grade	No comparable data	No comparable data	1.88 2nd grade 3.00 4th grade	1.81 2nd grade 3.35 4th grade

Table IV-I: COMPARABILITY OF JUNIOR HIGH (GRADES 6-8) EXPERIMENTAL AND CONTROL SCHOOLS

SCHOOL FEATURES	PROJECT ASSIST SCHOOL	GENERAL AIDE CONTROL SCHOOL	NO AIDE CONTROL SCHOOLS	
	MARTIN	ALLAN	TRAVIS HEIGHTS	FULMORE
Other Major Programs	ESAA Basic Reading Program; ESAA Bilingual/Bicultural Program	ESAA Basic Reading Program; ESAA Bilingual/Bicultural Program	Title VII Bilingual	ESAA Basic Reading Program
Principal	Experienced Anglo male	Experiences Black male	Experienced Anglo male	Experiences Anglo male
Student Ethnicity	90% M.A. 6% B. 4% A.	67% M.A. 30% B. 3% A.	41% M.A. 11% B. 48% A.	44% M.A. 10% B. 46% A.
Teacher Ethnicity	11% M.A. 7% B. 82% A.	19% M.A. 13% B. 67% A.	0% M.A. 12% B. 88% A.	7% M.A. 10% B. 83% A.
1974-75 Ratio of parents enrolled in PTA/students in that school	.08	.06	.34	.51
Percent Students from Low -Income Families	64.51	69.09	52.66	33.48
1973-74 Percent Attendance	81	85	91	89
1973-74 CAT Results	5.48 7th grade 5.62 8th grade	4.80 7th grade 5.81 8th grade	No data	6.55 7th grade 7.27 8th grade

V

ACHIEVEMENT OF OBJECTIVES

The table on the next page summarizes the objectives and their level of attainment. Although the level of attainment of some objectives was difficult to categorize as either adequate or inadequate, a determination was made by the evaluator in order to assist the district in decision-making concerning the project and its activities. This summary, thus, does not allow the differentiation between objectives fully achieved or not achieved, and those just barely missed, just barely met, or open to interpretation.

A full listing of these objectives and the evidence on which the levels of attainment were based is included in this chapter. Additional data and more detailed analyses which were used to measure these objectives are reported in the Technical Report.

COGNITIVE OUTCOME OBJECTIVES

I.1. OUTCOME OBJECTIVE:

AT LEAST 60% OF THE STUDENTS IN THE PROJECT SCHOOLS AT GRADES 2, 3, 4, 5, 7, AND 8 WILL HAVE INCREASED THEIR READING LEVEL ONE MONTH FOR EVERY MONTH OF INSTRUCTION BETWEEN PRE AND POST ADMINISTRATIONS OF THE READING SUBTEST OF THE CALIFORNIA ACHIEVEMENT TEST (CAT).

Level of Attainment: Not Achieved

Evidence:

California Achievement Test

The percentages of students at Project Assist schools who gained at least one month for every month of instruction during the second project year are shown in the opposite table. The only grade level at which this objective was consistently achieved was at the second grade. (This was also the only grade level at the four elementary comparison schools at which this percentage exceeded 60%).

Therefore, since this objective was met at only one of the seven grade levels for which the objective was set, this objective must be judged not achieved.

PERCENT OF PROJECT ASSIST STUDENTS WHO GAINED AT LEAST ONE MONTH OF READING ACHIEVEMENT PER MONTH OF INSTRUCTION DURING 1974-75

GRADE	DATES OF PRE AND POST TESTS	METZ	PALM	MARTIN
2	October, 1974 & February, 75	61%	72%	
3	October, 1974 & April, 75	44%	48%	
4	October, 1974 & February, 75	54%	45%	
5	October, 1974 & April, 75	46%	61%	
7	February, 1974 & February, 75			42%
8	February, 1974 & February, 75			31%

OVERVIEW OF THE ACHIEVEMENT OF OBJECTIVES FOR ESAA PILOT PROJECT ASSIST, 1974-75

	OBJECTIVE	MET	NOT MET
OUTCOMES	1. Improved reading achievement		X
	2. Improved self concept		X
	3. Improved attitude toward school		X
	4. Improved attendance		X
	5. Improved reading attitude		X
PROCESSES	1. Aides worked in reading 90%		X
	2. Aides worked with students 70%	X	
	3. Higher classroom social climate		X
	4. Individualization	X	
	4. Independent student learning	X	
	5. Project materials used	X	
INPUTS	1 Staff hired on time	X	
	2. Minority aides hired	X	
	3. Materials bought	X	
	4. Materials received	X	
	5. Materials appropriate	X	
	6. Aides received preservice training	X	
	7. Aides received inservice training		X
	8. Teachers received preservice training		X
	9. Teachers received inservice training		X
	10. Teachers and aides received training in instructional planning	X	
	11. School staffs trained in use of materials		X
	12. Schools instructed in project objectives		X
	13. Schools given evaluation feedback		X
	14. Teachers and aides planned together		X
	15. Aides trained by teachers	X	
	16. Good aide-school relationships	X	
	17. Schools viewed project as beneficial	X	
	18. Coordination between project and principals.		X

THE AVERAGE SCORE OF STUDENTS IN THE 2, 4, 6, 7, AND 8 GRADES IN THE PROJECT SCHOOLS ON A MIDYEAR ADMINISTRATION OF THE READING SUBTEST OF THE CALIFORNIA ACHIEVEMENT TEST WILL BE SIGNIFICANTLY HIGHER THAN ON A MIDYEAR ADMINISTRATION OF THE SAME TEST DURING THE PREVIOUS YEAR.

Level of Attainment: Not Achieved

Evidence:

California Achievement Test

The results of the significance tests run to measure this objective are shown in the table below. It can be seen here that there was no significant difference between the achievement of second and fourth grade Project Assist students during the first project year and the second project year. However, among the comparison schools there were some significant improvements in achievement of students at those grades from the first to the second project year.

The reading scores of students at grades 6, 7, and 8 were significantly lower during the second project year than during the first year. However, this loss was seen at only one of the six comparison grade levels measured.

Comparison of Reading Levels at Grades 2, 4, 6, 7, and 8 for 1973-74 vs. 1974-75 Midyear Scores on the California Achievement Test for all Project Assist and Comparison Schools

Was removed due to very small type.

Summary

Additional achievement data on individual schools and grade levels for the past three years is available to the interested reader in the Technical Report. However, the above information makes it clear that the objective was not met.

AFFECTIVE OUTCOME OBJECTIVES

I.1. OUTCOME OBJECTIVE:

THE READING ATTITUDE OF SECOND AND FIFTH GRADE PROJECT STUDENTS WILL BE SIGNIFICANTLY HIGHER AT THE END OF THE SCHOOL YEAR THAN THAT OF SECOND AND FIFTH GRADE COMPARISON STUDENTS, AS MEASURED BY SCORES ON ELEMENTARY READING ATTITUDINAL TEST INSTRUMENTS AT THE END OF THE SCHOOL YEAR.

Level of Attainment: Not Achieved

Evidence:

Elementary Reading Attitudinal Test

The average school means for Project Assist and comparison groups on the posttest of the Elementary Reading Attitudinal Test show that Project Assist students scored higher on all subscales and the total than did the general aide and no aide comparison groups. However, the differences were not statistically significant.

THE GAIN IN READING ATTITUDE OF SECOND AND FIFTH GRADE PROJECT STUDENTS DURING THE SCHOOL YEAR WILL BE SIGNIFICANTLY HIGHER THAN THAT OF SECOND AND FIFTH GRADE COMPARISON STUDENTS AS MEASURED BY SCORES ON PRE AND POST ADMINISTRATIONS OF ELEMENTARY READING ATTITUDINAL TEST INSTRUMENTS.

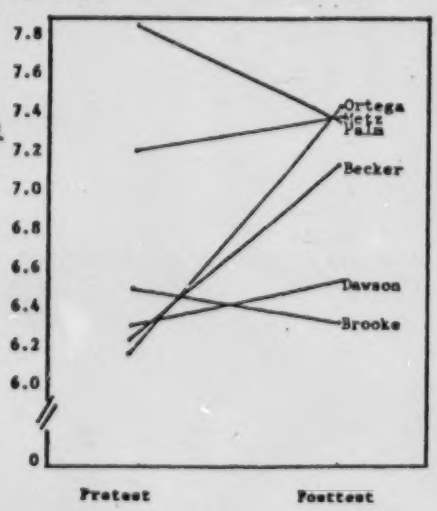
Level of Attainment: Not Achieved

Evidence:

Elementary Reading Attitudinal Test

The Project Assist group and the general aide group showed slight declines in reading attitude during the 1974-75 school year, while the no aide comparison group showed a gain. None of the differences in gains/losses on total scores between groups are statistically significant, however.

As can be seen in the graph opposite, the decline from pretest to posttest in the Project Assist group (an overall loss of -.31) can be attributed to the losses experienced by students at Palm Elementary, whereas students at Metz Elementary (the other Project Assist school) showed a small gain from pretest to posttest. The extraordinarily high pretest scores for these schools should be noted.



Summary

As measured by the Elementary Reading Attitudinal Test, reading attitudes in the Project Assist schools suffered a decline during the 1974-75 school year, as did reading attitudes in the general aide group, while the no aide group showed gains in this area. Posttest scores for Project Assist were higher than those of comparison groups, but not significantly so. Project Assist did not, therefore, meet its objectives in the area of reading attitude.

I.2. OUTCOME OBJECTIVE:

PERCENT ATTENDANCE AT EACH OF THE THREE PROJECT SCHOOLS WILL BE HIGHER DURING THE TWO PROJECT YEARS THAN DURING THE YEARS PRIOR TO THE PROJECT IMPLEMENTATION AS MEASURED BY INSPECTION OF AISD PUPIL ACCOUNTING RECORDS DURING AND AT THE END OF THE SECOND PROJECT YEAR.

Level of Attainment: Not Achieved

Evidence:

Pupil Attendance Data

At only one of the three schools was this objective met, and that was at Palm Elementary, which raised its percent attendance from 88 percent in 1972-73 to 90 percent in 1974-75 for a two percent gain. Metz Elementary suffered a one percent loss from 1972-73 (92%) to 1974-75 (91%). Martin Junior High fell from 83 percent in 1972-73 to 80 percent in 1974-75 for a three percent loss. Clearly, at neither Metz nor Martin was the attendance objective of the project met, and overall, this objective must judged as not met.

I.3. OUTCOME OBJECTIVE:

THE GAIN IN SELF CONCEPT OF THIRD AND FOURTH GRADE PROJECT STUDENTS WILL BE SIGNIFICANTLY HIGHER DURING THE SCHOOL YEAR THAN THAT OF THIRD AND FOURTH GRADE COMPARISON STUDENTS AS MEASURED BY SCORES ON PRE AND POST ADMINISTRATIONS OF THE PIERS-HARRIS SELF CONCEPT SCALE.

Level of Attainment: Not Achieved

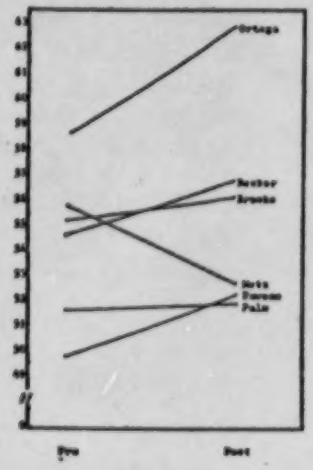
Evidence:

Piers-Harris Self Concept Scale

Scores on the Piers-Harris Self Concept Scale revealed a general decline (an overall loss of -1.55) in the self concept of third and fourth graders at Project Assist schools (Metz and Palm) and overall

improvement among students in the comparison schools. The gains in both the general aide group (Brooke and Ortega) and the no aide group (Becker and Dawson) were significantly higher than the gains/ losses that occurred in the Project Assist group.

It can be seen in the graph opposite that the Project Assist decline can be attributed to the large losses from pretest to posttest at Metz Elementary, whereas Palm Elementary showed a very slight increase. All four comparison schools exhibited increases, with Brooke Elementary showing the least increase and Ortega Elementary showing most improvement.



THE SELF CONCEPT OF THIRD AND FOURTH GRADE PROJECT STUDENTS WILL BE SIGNIFICANTLY HIGHER AT THE END OF THE SCHOOL YEAR THAN THAT OF THIRD AND FOURTH GRADE COMPARISON STUDENTS AS MEASURED BY SCORES ON A POST ADMINISTRATION OF THE PIERS-HARRIS SELF CONCEPT SCALE.

Level of Attainment: Not Achieved

Evidence:

Piers-Harris Self Concept Scale

The average school means for Project Assist and comparison groups on the posttest of the Piers-Harris Self Concept Scale show that the Project Assist total average score was lower than the total averages of both comparison groups. The difference between the Project Assist posttest average and the general aide group was statistically significant.

Summary

Self concept scores in the Project Assist group declined during the school year, while self concept scores in the comparison schools improved. The comparison group posttest average scores were higher (significantly so in terms of the general aide group), and the gains in both comparison groups were significantly higher than the gains/ losses incurred in the Project Assist group. Project Assist clearly did not meet its objectives in the area of self concept.

I.4. OUTCOME OBJECTIVE:

THE GAIN IN ATTITUDE TOWARD SCHOOL OF THIRD AND FOURTH GRADE PROJECT STUDENTS WILL BE SIGNIFICANTLY HIGHER DURING THE SCHOOL YEAR THAN THAT

OF THIRD AND FOURTH GRADE COMPARISON STUDENTS AS MEASURED BY SCORES ON PRE AND POST ADMINISTRATIONS OF THE SCHOOL SENTIMENT INDEX.

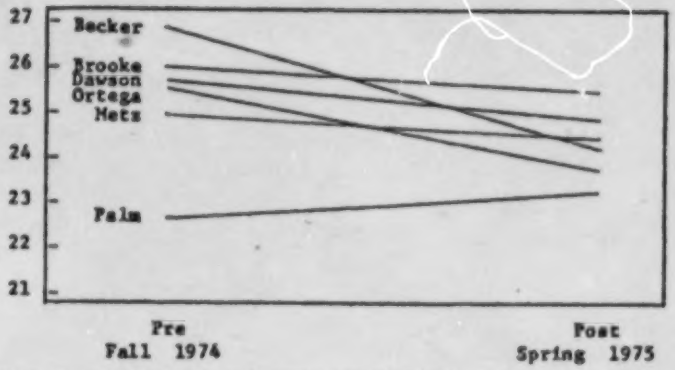
Level of Attainment: Not Achieved

Evidence:

School Sentiment Index

Project Assist schools in comparison to no aide schools scored a significantly higher gain during the school year 1974-75. Project schools showed a gain of .36 points, and the no aide schools showed a 2.04 point loss. As compared to the general aide schools, Project Assist schools scored an almost significant gain. Project schools gained .36 and the general aide schools scored a loss of 1.13. The probability level for the project and no aide schools was .00; the probability level for the project and general aide schools was .07. This aspect of the school attitude objective was met.

As can be seen in the graph opposite, Metz Elementary students showed a slight loss from pretest to posttest, while Palm Elementary made significant gains. All comparison schools decreased from pretest to posttest in attitude toward school as measured by the Primary School Sentiment Index.



THE ATTITUDE TOWARD SCHOOL OF THIRD AND FOURTH GRADE PROJECT STUDENTS WILL BE SIGNIFICANTLY HIGHER AT THE END OF THE SCHOOL YEAR THAN THAT OF THIRD AND FOURTH GRADE COMPARISON STUDENTS AS MEASURED BY SCORES ON A POSTTEST ADMINISTRATION OF THE SCHOOL SENTIMENT INDEX.

Level of Attainment: Not Achieved

Evidence:

School Sentiment Index

Project Assist schools scored lower as a group on the posttest of the School Sentiment Index than did both comparison groups. The Project Assist posttest total was 23.86, as compared to the higher total posttest score of 24.81 for the no aide schools and a total posttest score of 24.53 for the general aide schools. For neither comparison (Project Assist vs. general aide, Project Assist vs. no aide) were the probability levels significant. This objective was clearly not met.

Summary

Despite the significant gain at one of the elementary project schools, there was a decrease at the other school. Data collected by this office through another evaluation at the project junior high school revealed that school attitude had gone down this year and was lower than at the comparison schools. Based on all the evidence, the objective was not achieved.

PROCESS OBJECTIVES

I.1. PROCESS OBJECTIVE:

TWENTY-THREE READING AIDES WILL WORK AN AVERAGE OF AT LEAST 90% OF SCHOOL CLASS TIME IN READING ACTIVITIES AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR AND BY AIDE AND TEACHER QUESTIONNAIRES ADMINISTERED IN FEBRUARY 75 AND MAY 75.

Level of Attainment: Not Achieved

Evidence:

Systematic Classroom Observations

Classroom observations by the evaluation staff found the aides working in the area of reading an average of 92 percent of the time they were observed. Martin aides averaged 94 percent in reading instruction, Palm aides averaged 100 percent, and Metz aides 85 percent (the only school where this objective where this objective was not achieved). There is a possibility, though no evidence indicates this, that these figures are biased. Teachers and aides knew ahead of time when they were going to be observed, and may have consciously or unconsciously arranged their schedules accordingly.

Spring Teacher Questionnaires

Project Assist teachers at Metz said their aides worked in reading activities 64 percent of the time, Palm 78 percent, and Martin 79 percent. The average of all Project Assist teachers' responses to this question was 73 percent.

Spring Aide Questionnaires

When asked how long they worked in reading activities each day, Metz aides estimated 78 percent, Palm 78 percent, and Martin 82 percent. The average for all aides' estimates was 79 percent.

Summary

Allowing for differences among the observation data and teacher and aide estimates of the amount of time aides spent working in reading activities, it appears that aides probably did not work quite ninety percent of the time in reading activities. Eighty percent probably comes closer to the actual aide time spent each day in reading activities which is less than the ninety percent objective set by the program staff.

I.2. PROCESS OBJECTIVE:

TWENTY-THREE READING AIDES WILL WORK AN AVERAGE OF AT LEAST 70% OF SCHOOL CLASS TIME IN DIRECT INSTRUCTIONAL CONTACT WITH STUDENTS AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR AND BY AIDE QUESTIONNAIRES ADMINISTERED IN FEBRUARY 75 AND MAY 75.

Level of Attainment: Achieved

Evidence:

Systematic Classroom Observations

Classroom observations by the evaluation staff found the Palm aides working in direct instructional contact with students an average of 88 percent of the time, Metz aides 97 percent, and Martin aides 72 percent of the time. The overall average for all Project Assist was 85 percent of the time (that they were observed) spent working in direct instructional contact with students.

Spring Teacher Questionnaires

Project Assist teachers at Metz said their aides worked in direct instructional contact with students 74 percent of the time, Palm 79 percent, and Martin 91 percent. The average of all Project Assist teachers' response to this question was 81 percent.

Spring Aide Questionnaires

When asked how long they worked in direct instructional contact with students each day, Metz aides estimated 65 percent, Palm 86 percent, and Martin 82 percent.

Summary

All the evidence supports the conclusion that Project Assist aides worked over 80 percent of class time each day in direct instructional contact with students. This figure exceeds by ten percent the objective set by the program staff.

I.3. PROCESS OBJECTIVE:

THE SOCIAL CLIMATE OF THE PROJECT CLASSROOMS WILL BE RATED HIGHER THAN THE SOCIAL CLIMATE IN COMPARISON CLASSROOMS AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR.

Level of Attainment: Not Achieved

Evidence:

Systematic Classroom Observations

Classroom observations revealed no differences at the elementary level between Project Assist classrooms and comparison classrooms in the amount of student disruptiveness in the class, nor in the amount of teacher negating reactions to student behaviors. There was some evidence, though not significant, that comparison teachers and aides were more overtly supportive of student responses than were Project Assist teachers and aides.

At the secondary level, Project Assist students were more disruptive than comparison students, though not significantly so. Project Assist teachers and aides were more negating of students' behaviors than teachers and aides in either of the comparison groups.

Summary

The social climates in Project Assist classrooms, as measured by the categories of student disruptiveness and teacher and aide supportive/negating behaviors, were no better than the comparison classes.

I.4. PROCESS OBJECTIVE:

THERE WILL BE MORE ADULT-CHILD CONTACTS (INDIVIDUALIZATION) IN PROJECT CLASSROOMS THAN IN COMPARISON CLASSROOMS AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR.

Level of Attainment: Achieved

Evidence:

Systematic Classroom Observations

Classroom observations by the evaluation staff gathered data on three behaviors which are measures of this objective: the amount of time students receive help from an adult, the amount of time a student talks to an adult, and the amount of time adults work with small groups and individual students. The direction of the differences observed between Project Assist classes and comparison classes on these behaviors are outlined in the table on the following page.

	ELEMENTARY		SECONDARY	
	Project Assist vs. Gen. Aide	Project Assist vs. No Aide	Project Assist vs. Gen. Aide	Project Assist vs. No Aide
Amount of Time Student Receives Help	COMPARISON	COMPARISON*	PROJECT ASSIST	PROJECT ASSIST*
Amount of Time Students Talk to Adults	PROJECT ASSIST	PROJECT ASSIST	PROJECT ASSIST	PROJECT ASSIST*
Amount of Time Adults Spend with Small Groups and Individuals	NO DIFFERENCE	NO DIFFERENCE	PROJECT ASSIST	PROJECT ASSIST*

This evidence indicates that, overall, there were more student-adult contacts in Project Assist classes than in comparison classes, and this objective was met. The Project Assist junior high classes were particularly successful in meeting this objective. It is of interest to note that at the elementary level, Project Assist students received less help from adults even though there was more student-adult talking going on.

Spring Principal Interviews

Two of the three Project Assist principals mentioned during their interviews that the instructional aides in their schools had helped to provide more individual attention to students in the classroom.

Spring Teacher Questionnaires

Teachers at all three Project Assist schools overwhelmingly indicated that the one great effect of the project had been the increase in individualization in the classroom.

Spring Aide Questionnaire

When asked about the beneficial effects of Project Assist, aides

said that individual attention children receive when the aide is in the room, either from the aide or the teacher who is freed by the aide's presence to give more individual help, is a benefit of the project.

Summary

All evidence indicates that Project Assist students did have more contact with adults, both relative to comparison schools and relative to what would have occurred in the Project Assist schools had the aides not been there.

I.5. PROCESS OBJECTIVE:

STUDENTS IN PROJECT CLASSROOMS WILL FUNCTION AS INDEPENDENT LEARNERS AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR.

Level of Attainment: Achieved

Evidence:

Systematic Classroom Observations

This objective was set by the program staff due to their concern that students in classrooms with extra personnel and extra instructional attention might become overly dependent upon the adults in the classroom for direction, and not rely upon their own mental resources in those situations in the learning process which require self-direction. In order to assess this, the evaluation staff recorded the number of student-initiated instructional moves, e.g., walking to the reference books to look up a definition, procuring instructional materials at his own initiative, etc. There were no significant differences observed between Project Assist and comparison students on this measure. In fact, at the secondary level, Project Assist students made more self-initiated instructional moves than did comparison students, although the difference was not significant. It should be noted that there were also more adult-directed instructional moves by students (not significantly so).

Summary

Project Assist students appear to function as independently as comparison students, and do not show evidence of an excessive dependence for their learning on the adults who work with them.

I.6. PROCESS OBJECTIVE:

INSTRUCTIONAL PERSONNEL AND STUDENTS WILL USE INDIVIDUALIZED PROJECT

ASSIST LEARNING MATERIALS WHILE WORKING ON THE READING TASK AS MEASURED BY CLASSROOM OBSERVATIONS CONDUCTED THROUGHOUT THE SCHOOL YEAR.

Level of Attainment: Achieved

Evidence:

Classroom observations by evaluation staff (most of which were done during reading instruction) recorded the kinds and variety of materials being used by students in Project Assist and comparison classes. At the elementary level, the biggest differences observed were that Project Assist students used more audio-visual materials and fewer textbooks, library books, and self-scoring materials than did comparison students. Since the project purchased a considerable amount of audio-visual reading materials, this difference probably reflects the use of these Project Assist purchased audio-visual materials in project classrooms. However, the project also purchased many library books to be placed in classrooms, and the lower usage of library books in project classrooms indicates that these books were not used as much by students as the project intended. There was no difference between Project Assist and comparison classes in the variety of materials used. In other words, no matter what materials were available to teachers, they endeavored to individualize the use of reading materials to an equal degree.

At the secondary level, the Project Assist students were observed to be using far more audio-visual materials and workbooks, and fewer textbooks than comparison students. This definitely reflects a high usage of Project Assist purchased audio-visual materials and programmed reading instructional workbooks.

Spring Teacher Questionnaire

When asked how often Project Assist materials were used by their students, 77 percent of the teachers reported using these materials daily.

Spring Aide Questionnaire

When the aides were asked how often they used Project Assist materials, 85 percent said they used the materials every day.

Summary

The available evidence indicates that students did indeed use Project Assist materials while working on the reading task. The data also suggest that at the elementary level this usage could be improved.

INPUT OBJECTIVES

I.1. INPUT OBJECTIVE:

THE PROJECT STAFF WILL BE HIRED ON SCHEDULE, AS MEASURED BY INSPECTION OF PAYROLL RECORDS OF THE AISD BUSINESS OFFICE AND RECORDS OF THE PROGRAM DIRECTOR.

Level of Attainment: Achieved

Evidence:

Program Records

Thirty of thirty-two aides were hired on August 20, 1974. The other two aides were hired on September 6 and September 24. All other staff except for one process evaluator were hired on schedule. This objective was considered to be met.

I.2. INPUT OBJECTIVE:

THE AIDES WILL BE FROM THE SCHOOL NEIGHBORHOODS AND REPRESENTATIVE OF STUDENT POPULATIONS SERVED, AS MEASURED BY INSPECTION OF AISD PERSONNEL OFFICE RECORDS AND PROGRAM DIRECTOR'S RECORDS AND OBSERVATIONS BY EVALUATION STAFF.

Level of Attainment: Achieved

Evidence:

Program Records

Inspection of program records indicate that aides hired were representative of school neighborhoods and student populations served. Of the thirty aides listed as having completed the school year, eighteen were Mexican American or Chicano, eleven were Afro-American or Black, and one was identified as Anglo. The ethnicity approximates student populations and school neighborhoods served.

I.3. INPUT OBJECTIVE:

$49,086 WORTH OF READING MATERIALS WILL BE REQUISITIONED BY THE PROJECT BEFORE THE END OF THE FIRST SEMESTER.

Level of Attainment: Achieved

Evidence:

Program Records

Inspection of program records indicates that fully $46,586 was spent through the last day of January, the end of the first semester.

Spring Principal Interviews

Principals indicated in their interviews that since materials had been delivered on schedule, they assumed the materials had been purchased on time. They were highly complimentary of the speed with which materials had been purchased.

Summary

Program records and principal interviews indicate that materials were indeed requisitioned as stated in the objective.

I.4. INPUT OBJECTIVE:

$49,086 WORTH OF READING MATERIALS PURCHASED BY PROJECT STAFF WILL BE PLACED IN THE SCHOOLS BY APRIL 1, 1975 AS MEASURED BY PRINCIPAL INTERVIEWS, COORDINATOR INTERVIEWS, STAFF DEVELOPMENT SPECIALIST INTERVIEWS, AND TEACHER QUESTIONNAIRES.

Level of Attainment: Achieved

Evidence:

Spring Principal Interviews

Principals in their interviews with evaluation staff asserted that all materials had been placed within their schools by the end of March.

Spring Program Staff Interviews

Both the Coordinator and the Staff Development Specialist stated that specified materials were being placed in the schools on schedule.

Program Records

Further inspection of program records reveals that fully $48,279 worth of reading materials were paid for and placed within the project schools by the end of March.

Summary

All evidence sources indicate that materials were placed in the schools by the specified date.

I.5. INPUT OBJECTIVE:

MATERIALS PROVIDED BY THE PROJECT WILL BE APPROPRIATE FOR STUDENTS' READING NEEDS AS MEASURED BY PRINCIPAL, COORDINATOR AND STAFF DEVELOPMENT SPECIALIST INTERVIEWS, AND TEACHER AND AIDE QUESTIONNAIRES.

Level of Attainment: Achieved

Evidence:

Spring Principal Interviews

Principals at all three schools unanimously agreed that the materials placed within their schools were appropriate for their students' reading needs.

Spring Program Staff Interviews

Both the Coordinator and the Staff Development Specialist felt that materials were indeed suited to meet students' reading needs since the materials had been selected by the teachers themselves through extensive evaluation and staff development sessions.

Spring Teacher Questionnaires

Teachers generally felt that materials were adequate. Metz Elementary teachers were lower in their ratings of project materials. Palm and Martin Junior High teachers viewed materials more favorably. The overall rating of all teachers in all three schools was 3.6 out of a maximum of 5.0.

Spring Aide Questionnaires

Aides felt moderately strong in rating project materials provided by the project. The overall average of all aides in all three schools was a 4.3 rating out of a possible 5.0.

Summary

Principal and program staff interviews indicate a higher feeling of materials adequacy than do responses of teachers and aides in their questionnaires. Despite the varying degree of rating the materials, the majority of the project and school staffs agreed that the materials had met the students' needs.

I.6. INPUT OBJECTIVE:

AIDES WILL RECEIVE TWO WEEKS OR THE EQUIVALENT OF PRESERVICE TRAINING IN READING INSTRUCTIONAL TECHNIQUES AS MEASURED BY INTERVIEWS WITH

COORDINATOR, STAFF DEVELOPMENT SPECIALIST, AND AIDES, AND BY INSPECTION OF STAFF DEVELOPMENT SPECIALIST RECORDS.

Level of Attainment: Achieved

Evidence:

Spring Program Staff Interviews

According to program staff (Coordinator, Staff Development Specialist) three weeks of preservice training were provided before school started for Project Assist aides. Eleven days of those three weeks were spent in direct instruction by program staff, while the remaining four days were spent on campus with the individual teachers with whom the aides would be working during the school year. Seven and three-fourths days were spent with aides in the preschool workshop on reading instructional training.

Program Records

Staff development records show that, as part of the three week preservice training session, 74 hours and 45 minutes of training time was devoted to training aides in reading instructional techniques.

Twenty of the 22 reading aides hired at that time attended the preservice training.

Spring Aide Questionnaires

Responses to the Aide Questionnaires administered in April, 1975, indicated that 18 of the 22 aides (82%) had attended the preservice training offered by Project Assist. Two Metz aides, one aide at Martin, and one aide at Palm had not attended. The two Metz aides that did not attend had been hired after school started as replacements for resigned aides. That was also the case with the Martin aide that did not attend. The Palm aide had been hired before school started and had elected not to attend.

The questionnaire item dealing with the quality of preservice aide training generally elicited positive responses from the aides. Martin aides rated their preservice training considerably lower than did the project elementary aides. It should be noted that the Martin aides had received much more of their preservice training from their teachers (rather than the program staff) than the Metz and Palm aides had.

Summary

Because three weeks of preservice training for Project Assist aides was offered, and nearly 75 hours of training in reading instructional techniques was delivered during that time, it can be said that Project Assist met its objective in this area.

I.7. INPUT OBJECTIVE:

AIDES WILL RECEIVE READING INSTRUCTIONAL TRAINING THROUGHOUT THE YEAR AS MEASURED BY INTERVIEWS WITH AIDES, STAFF DEVELOPMENT SPECIALIST AND THE COORDINATOR, AND BY INSPECTION OF THE STAFF DEVELOPMENT SPECIALIST'S RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

According to program staff, 105 hours of program staff time was spent in delivery of instructional training (including preservice training) to aides throughout the year. Of those 105 hours, 97 were concerned with reading topics.

Program Records

Program staff records indicate that 74 hours and 45 minutes of the 97 hours of aide training hours (devoted to reading topics) quoted above by program staff were hours spent in preservice training. After subtracting those preservice hours from the total, a figure is derived of 22 hours and 15 minutes of program staff time spent delivering aide inservice.

Spring Aide Questionnaires

The average number of inservices attended by the aides in each project school, as estimated by aides in responses to the Aide Questionnaire, is presented in the accompanying table. It should be pointed out, however, that the number of inservices offered varied from school to school, due to in-school factors.

AVERAGE NO. OF INSERVICES ATTENDED BY PROJECT ASSIST AIDES	METZ	PALM	MARTIN	ALL SCHOOLS
Full days	1.1	.5	.4	.7
Half days	.7	2.8	1.6	1.6
In class	0	0	.3	.1
After school	1.4	2.8	2.5	2.1

The two questionnaire items dealing with the quality of aide training generally elicited positive responses from the aides.

Summary

The extremely small number of inservice hours devoted to aide instructional training, particularly after the first quarter of the school year, and the low average number of inservices attended by the aides, leads the evaluation staff to the conclusion that this objective was not met by Project Assist.

I.8. INPUT OBJECTIVE:

TEACHERS WILL RECEIVE AT LEAST THREE DAYS OF PRESCHOOL TRAINING IN THE UTILIZATION OF READING AIDES AND PROJECT READING MATERIALS AND CURRICULA AS MEASURED BY INTERVIEWS AND QUESTIONNAIRES CONDUCTED WITH TEACHERS, STAFF DEVELOPMENT SPECIALIST, AND THE COORDINATOR, AND BY INSPECTION OF THE STAFF DEVELOPMENT SPECIALIST'S RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

According to program staff, teachers were offered four days of preschool training in the utilization of reading aides and project materials and curriculum. Twenty-five of the 43 Project Assist teachers attended that preservice training.

Program Records

Staff records show that 18 hours and 45 minutes of training in the utilization of reading aides and project reading materials and curricula was delivered to project teachers during the preservice workshop.

Spring Teacher Questionnaires

Low teacher attendance at the preservice workshop was reflected in responses to teacher questionnaire items dealing with preservice training. Sixty-three percent of the Palm teachers did not attend any of the preservice training, while Metz had a 57% non-attendance record. Fifty-three percent of teachers at Martin did not attend.

Summary

Although adequate preservice training was made available to teachers, the small number of teachers taking advantage of it leads the evaluation staff to conclude that this objective was not attained by Project Assist. Attendance would surely have reached an acceptable level if arrangements had been made with principals for mandatory attendance by teachers, but the multiplicity of programs operating in the elementary schools probably made that arrangement difficult, if not impossible, for those schools.

I.9. INPUT OBJECTIVE:

TEACHERS WILL RECEIVE INSERVICE TRAINING THROUGHOUT THE YEAR ON THE UTILIZATION OF READING AIDES AND PROJECT READING CURRICULA AS MEASURED

BY INTERVIEWS AND QUESTIONNAIRES WITH TEACHERS, STAFF DEVELOPMENT SPECIALIST AND THE COORDINATOR, AND BY INSPECTION OF THE STAFF DEVELOPMENT SPECIALIST'S RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

According to the Staff Development Specialist, 512 hours and 55 minutes of inservice sessions were provided throughout the school year in the areas of "utilization of aides" and "training on the use of reading materials and curriculum." The majority of this time represents informal instruction by commercial curriculum consultants on how to use programmed reading materials. This figure also includes out of town visits by school staff to review possible new curricula, and reading conferences sponsored by professional organizations.

Program Records

Staff development records show that the 512 hours and 55 minutes referred to by program staff includes formal training sessions by consultants and informal sessions by program staff such as classroom observations, demonstrations, conferences, and school visits.

Spring Teacher Questionnaires

Based on the teachers who responded to a questionnaire item querying teachers about the number of inservice sessions attended during the year, it appears that attendance was not high at the inservices. that were offered.

The table opposite gives the average number of days attended by those responding teachers.

AVERAGE NO. OF INSERVICES ATTENDED BY PROJECT /SSIST TEACHERS	METZ	PALM	MARTIN
Full days	3.0	1.2	6.2
Half days	1.5	1.6	1.3
After School	2.2	4.4	2.0

When asked if the inservice training sessions had helped to improve aide utilization in the classroom, most teachers indicated that the inservice efforts of the program staff served to less than partially meet their needs.

Summary

Training in the area of utilization of reading aides and project curricula was delivered by the program, but it was not judged by the teachers themselves as being adequate.

Attendance at the inservices was low, perhaps due to the multiplicity of special programs operating in the schools, and the efforts of the program staff waned as the year progressed. The total number of hours expended in inservice effort fell far short of what could, and probably should, be expected. Teachers expressed through questionnaires a great desire to see more of the program staff in the schools.

I.10. INPUT OBJECTIVE:

AIDES AND TEACHERS WILL PLAN READING INSTRUCTION TOGETHER A MINIMUM OF ONE HOUR/WEEK AS MEASURED BY INTERVIEWS AND QUESTIONNAIRES WITH TEACHERS, AIDES, PRINCIPALS, COORDINATOR, AND STAFF DEVELOPMENT SPECIALIST.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

The Coordinator estimated during her interview that, on the average, an hour and a half of formal planning took place weekly between each teacher and aide at each school.

Based on what aides had reported to her in an inservice session, the Staff Development Specialist estimated that an average of 30 minutes to three hours of planning between teacher and aide took place weekly at each school. However, she pointed out that the figures vary greatly from aide to aide.

Spring Principal Interviews

In response to an interview question on whether teachers and aides planned together adequately, two principals said that planning had been done well, and that there was variance in the amount of time used to plan. One of the two principals felt that his teachers and aides planned on the average a minimum of two hours per week, while the other estimated that an average of three hours per week was spent planning. The third principal said that not enough planning had taken place and that improvement was needed. He did not give a numerical estimate of the amount of time that he perceived teachers and aides were planning together in his school.

Fall Teacher Interviews

Interviews conducted with Project Assist teachers in the fall showed that, according to teachers, daily planning was taking place in Project Assist schools. Before and after school sessions were the most used methods for this daily planning, although four teachers

at Palm Elementary indicated that they planned on a weekly basis with their aides.

Spring Teacher Questionnaires

Teachers were asked on a questionnaire distributed in late spring what amount of time they and their aide(s) spent planning reading instruction together. Most teachers reported between half an hour to an hour per week, with 52% responding that they spent one-half hour or less each week in planning reading with their aide(s).

Fall Aide Interviews

Interviews conducted with Project Assist aides in the fall corroborated the responses of teachers with regard to teacher-aide planning. Aides reported, as did teachers, that daily teacher-aide planning was taking place in most instances.

Spring Aide Questionnaires

Aide responses to a questionnaire distributed in late spring showed that the amount of time that Project Assist aides and teachers spent planning reading instruction together varied greatly from school to school. Generally, teachers and aides in the project elementary schools planned together more than did the teachers and aides at the secondary level, and Metz teachers and aides planned together more than did the Palm teachers and their aides. Fifty percent of all the aides, however, estimated that they spent half an hour or less per week in planning reading instruction with the teachers they worked with.

Summary

Although program staff and principals estimated that aides and teachers planned together anywhere from 30 minutes to three hours per week, and aides and teachers reported daily planning in most cases during the fall, the average obtained from teacher and aide responses to spring questionnaires showed that as many as one-half of teachers and one-half of aides actually planned one-half hour or less together with their aides/teachers weekly. This objective, therefore, cannot be stated as met.

I.12. INPUT OBJECTIVE:

THE EVALUATION STAFF WILL PROVIDE INSTRUCTION TO SCHOOL AND PROGRAM STAFF CONCERNING THE OBJECTIVES OF THE PROGRAM, AS MEASURED BY QUESTIONNAIRES AND INTERVIEWS WITH TEACHERS, AIDES, PRINCIPALS, THE COORDINATOR AND STAFF DEVELOPMENT SPECIALIST, AND BY INSPECTION OF THE STAFF DEVELOPMENT SPECIALIST'S RECORDS AND EVALUATION STAFF RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

Both the Coordinator and the Staff Development Specialist gave fairly positive responses to the interview questions dealing with evaluation efforts during the year to keep program and school staffs aware of the objectives of the program. When asked whether evaluation had kept the program staff aware of the objectives, their responses indicated that they felt evaluation had done a very adequate job in that area. In terms of teachers and aides, however, their responses were a little less positive, with the Staff Development Specialist stating that she was unaware of any efforts on the part of evaluation to instruct teachers and/or aides in this area after the first quarter of the school year. The principals, it was felt by the Staff Development Specialist, had received more attention from the evaluation staff with regard to objectives than had teachers and aides.

Program Records

The program records show that only two hours and 45 minutes was spent by the evaluation staff in formal instruction of objectives.

Spring Principal Interviews

Two principals of the project schools felt that objectives instruction had been adequate, and one did not think so.

Spring Teacher Questionnaires

When asked on a teacher questionnaire administered in the spring whether the evaluation staff had kept them informed of the progress of their school toward achieving the objectives of the program, teachers responded with an average rating of 3.0 (on a scale of 1 to 5), indicating that evaluation's efforts had been partially adequate.

In order to determine how well teachers had been informed of the objectives of Project Assist, an item was included in the questionnaire that asked them to pick from a list the major objectives of the program. Only 66 percent knew that to improve student attendance was a major objective of Project Assist, and 59 percent mistakenly thought that "to improve community relations" was an objective. The percent correct responses to other items on the list (some valid objectives of Project Assist, some not) ranged from 83 percent to 100 percent.

Spring Aide Questionnaires

Aides also gave an average rating of 3.0 (on a scale of 1 to 5) to an item asking them whether Project Assist Evaluation had kept them informed

of the progress of their school toward the achievement of program objectives. Their responses to an item asking them to pick the major objectives of Project Assist were also similar, with only 59 percent correctly identifying the improved student attendance objective and 41 percent mistakenly thinking that "to improve community relations" was an objective of the program. Four of the aides knew all five of the objectives of the program, while 15 knew four of them. Three aides knew only three of the objectives.

Summary

While program staff were satisfied with evaluation staff efforts to keep them informed of the objectives of the program, they were less positive about evaluation efforts with regard to school staffs. Two of the three principals felt that evaluation had done an adequate job in this area. Teachers and aides indicated that evaluation staff efforts to inform them of the progress of their schools toward achieving the objectives of the program had been only partially adequate, and their performance in choosing the correct objectives of Project Assist was mediocre. This evidence, when added to the documented total of only two hours and 45 minutes of instruction by evaluation staff provided to the schools, leads to the conclusion that this objective was not met.

I.12. INPUT OBJECTIVE:

THE EVALUATION STAFF WILL PROVIDE CONTINUAL FEEDBACK TO PROJECT AND SCHOOL STAFF THROUGHOUT THE SCHOOL YEAR AS MEASURED BY INTERVIEWS AND QUESTIONNAIRES WITH TEACHERS, AIDES, PRINCIPALS, COORDINATOR AND THE STAFF DEVELOPMENT SPECIALIST.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

Both the Coordinator and the Staff Development Specialist expressed mixed feelings when asked if the Project Assist evaluation staff had provided adequate feedback to them throughout the school year. The Coordinator felt that the feedback had not been totally adequate, but she was favorably impressed with the formative reports that had been issued. The Staff Development Specialist was less enthusiastic about the formative reports and indicated that she would have like more feedback about what was happening in the schools with regard to staff development needs of aides.

In response to a question dealing with the adequacy of evaluation

feedback to teachers, the Staff Development Specialist felt there had been as much feedback as teachers wanted or had time to deal with, and the Coordinator felt that there would never be "adequate" feedback to teachers until teachers themselves had written objectives for their classrooms and knew how to deal with objectives-related information.

Both the Staff Development Specialist and the Coordinator expressed lack of knowledge of any formal evaluation efforts to give feedback to Project Assist aides during the year.

Spring Principal Interviews

All three project principals felt that feedback was provided them by the evaluation staff. One mentioned that the staff ought to better explain their information and meet with the principals so as to effectuate the results of evaluation studies.

Spring Teacher Questionnaires

When asked whether the evaluation staff had kept them informed of the progress of their school toward achieving the objectives of the program, teachers gave an average rating of 3.0, indicating that the efforts of evaluation in this area had been only partially adequate.

Spring Aide Questionnaires

Aides likewise felt that evaluation efforts to keep them informed throughout the school year were only partially successful. Their overall rating to a questionnaire item dealing with this area was also a 3.0.

Summary

Although principals felt that evaluation efforts to provide feedback were adequate, teachers and aides gave ratings that indicated only partial accomplishment in that area, and program staff voiced dissatisfaction with some aspects of evaluation's efforts. The objective was not adequately met.

I.13. INPUT OBJECTIVE:

AIDES WILL HAVE A COOPERATIVE WORKING RELATIONSHIP WITH THEIR TEACHERS, PRINCIPALS, OTHER AIDES, AND STUDENTS AS MEASURED BY QUESTIONNAIRES AND INTERVIEWS WITH TEACHERS, PRINCIPALS, AIDES, AND STUDENTS.

Level of Attainment: Achieved

Evidence:

Spring Program Staff Interviews

Both the Coordinator and the Staff Development Specialist felt that generally most aides had extremely good working relationships with all concerned.

Spring Principal Interviews

All three principals unanimously and strongly felt that aides had very positive relationships with all concerned.

Spring Teacher Questionnaires

Generally, teachers felt strongly positive concerning aides and their working relationships with aides and aide working relationships with principals and students and other teachers. An overall rating of 4.5 (on a scale of 1 to 5) indicated positive teacher attitude toward aides and their working relationships.

Spring Aide Questionnaires

Aides generally responded that they had experienced little or no difficulties with anyone or any group. They gave remarkably high average ratings to questions dealing with working relationships with other staff. An overall average rating of 4.7 indicated effective working relationships between aides and other school staff and students, as perceived by the aides.

Summary

All sources of opinion stated emphatically that aide working relationships were highly positive.

I.14. INPUT OBJECTIVE:

PROGRAM STAFF WILL ASSIST PROFESSIONALS AND PARAPROFESSIONALS IN THE AREA OF INSTRUCTIONAL PLANNING AS MEASURED BY QUESTIONNAIRES AND INTERVIEWS WITH AIDES, TEACHERS, AND PRINCIPALS, AND BY INSPECTION OF STAFF DEVELOPMENT SPECIALIST'S AND COORDINATOR'S RECORDS.

Level of Attainment: Achieved

Evidence:

Spring Program Staff Interviews

Although no formal inservice was provided in the area of instructional planning, program staff reported that they did give assistance in this area. The Staff Development Specialist was in charge of this effort at the elementary level and felt that it had been beneficial whenever the teachers asked for the assistance. At the secondary level, the Coordinator did much instructional planning with teachers and felt that it had been relatively effective. Teachers had gone into a Reading Lab approach utilizing learning centers, and many conferences were held with teachers in order to make the change. Outside consultants were brought in to assist further in that adaptation process.

Program Records

According to staff development records, 72 hours and 15 minutes of assistance to professionals and paraprofessionals in the area of instructional planning was delivered by program staff.

Spring Principal Interviews

Asked during interviews whether program staff had offered their professional and paraprofessional personnel information regarding instructional planning, one principal answered affirmatively. The two other principals qualified their answers. One said that planning instruction had been good at the school year's inception but that the efforts had declined noticeably as the school year progressed, and the other said that second semester assistance had been inadequate. All three principals said that instructional planning information was given by the program staff during inservice workshops, faculty meetings, and private conferences.

Spring Teacher Questionnaires

When asked whether Project Assist staff had assisted them in improving their instructional skills, teachers responded with an average rating of 2.7, less than partially adequate for the program staff's efforts.

Spring Aide Questionnaire

The same question, in terms of aides, was directed at aides on a Spring Aide Questionnaire, and the responses were far more positive. An average rating of 4.0 was given by the aides, meaning that they rated program staff's efforts to assist them in the area of instructional planning to be less than completely adequate, but more than partially so.

Summary

The evidence is mixed with regard to the attainment or non-attainment

of this objective, with teachers rating program staff's efforts as somewhat inadequate and two of the principals terming them inadequate. Assistance to aides was rated positively by the aides, however, and program staff have documented over 72 hours of assistance given in the area. Principals admit that assistance was given during inservice workshops, faculty meetings, and private conferences. Therefore, though teachers and principals were not completely satisfied with the efforts in this area, other evidence indicates that program staff did meet the objective of providing instructional assistance to professional and paraprofessionals in the project.

I.15. INPUT OBJECTIVE:

PROGRAM STAFF WILL COORDINATE WITH PRINCIPALS AT PROJECT SCHOOLS TOWARDS ACTIVITIES LEADING TOWARD A MORE SUCCESSFUL PROJECT IMPLEMENTATION AS MEASURED BY INTERVIEWS WITH PRINCIPALS, COORDINATOR AND STAFF DEVELOPMENT SPECIALIST, AND INSPECTION OF COORDINATOR'S AND STAFF DEVELOPMENT SPECIALIST'S RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

The Coordinator indicated that attempts were made on the part of the program staff to hold numerous sessions within faculty meetings, one-to-one conferences with principals, and grade-level meetings with principals. However, due to the abundance of programs in the elementary Project Assist schools, it was almost impossible, according to the Coordinator, to follow through with coordinating activities.

The Staff Development Specialist indicated that there had been some coordination at the elementary level in the scheduling of aides, in instructional planning, and in discussions of implementation of the program. At Martin the coordinating activities were primarily concerned with implementation of the program.

Program Records

Program records show that throughout the year 18:15 hours were spent in conference with three different principals, an average of 6:05 hours with each principal.

Spring Principal Interviews

Two of the three principals stated that program staff had in fact attempted to plan well so as to more successfully implement

the project. One principal was not so positive and offered criticisms of program staff.

Summary

Although two of the three principals stated that good coordination took place, the one principal who disagreed was strongly supported by the very low number of hours spent by program staff in meeting with principals. This objective was, therefore, deemed not to have been met.

I.16. INPUT OBJECTIVE:

PROGRAM STAFF WILL ASSIST TEACHERS IN THE IDENTIFICATION, EVALUATION, AND EFFECTIVE UTILIZATION OF INDIVIDUALIZED READING MATERIALS AS MEASURED BY QUESTIONNAIRES AND INTERVIEWS WITH PRINCIPALS, COORDINATOR, STAFF DEVELOPMENT SPECIALIST, TEACHERS, AND BY INSPECTION OF STAFF DEVELOPMENT SPECIALIST'S AND COORDINATOR'S RECORDS.

Level of Attainment: Not Achieved

Evidence:

Spring Program Staff Interviews

In order to assist teachers in the identification and evaluation of individualized materials, program staff arranged for numerous sales representatives to do materials presentations on various individualized materials. The Staff Development Specialist took materials into the schools and conducted group and individual sessions, and some teachers were sent to other cities for materials and/or program evaluation. Further, an instrument for assessing materials was developed by the Coordinator to assist teachers in choosing materials.

Assistance in the effective utilization of materials purchased was given to teachers through demonstrations and one-to-one conferences by the Staff Development Specialist and consultants provided by program staff.

Program Records

A total of 64 hours and 30 minutes of program staff time was spent in assisting teachers in the identification, evaluation, and effective utilization of individualized reading materials.

Spring Principal Interviews

The principals generally felt that although program staff had provided at least adequate opportunity for teacher input into

the evaluation and identification of materials, there was not an effective effort on the part of program staff in the utilization of those materials.

Spring Teacher Questionnaires

Teachers averaged an overall 2.8 rating (on a scale of 1 to 5) of program staff on this objective. Such a rating designates partial achievement of an objective.

Summary

Teachers gave sub par ratings to program staff on this objective and were joined by not as equally critical principals. The principals' main concern was over training in utilization, and the program records showed a total time of only 64 hours and 30 minutes spent by program staff throughout the year on that topic.

I.17. INPUT OBJECTIVE:

PROJECT TEACHERS WILL ASSIST AIDES TO BECOME EFFECTIVE READING AIDES THROUGH ONE-TO-ONE INSTRUCTION THROUGHOUT THE YEAR AS MEASURED BY QUESTIONNAIRES AND INTERVIEWS WITH TEACHERS, PRINCIPALS, AIDES, STAFF DEVELOPMENT SPECIALIST, AND COORDINATOR.

Level of Attainment: Achieved

Evidence:

Spring Program Staff Interviews

In response to the question soliciting program staff opinion about the amount of time teachers worked with their aides on a one-to-one basis during the year to assist them to become effective reading aides, both the Program Coordinator and the Staff Development Specialist gave answers based on informal one-to-one instruction. The Coordinator's response was a general statement that she felt this kind of instruction was probably a continuous process throughout the day, while the Staff Development Specialist estimated that teachers worked with their aides on a one-to-one basis approximately (on the average) 30 minutes to two hours weekly.

Spring Principal Interviews

All three Project Assist principals felt that their teachers had provided instruction to their aides on how they could become better reading aides. One of the principals stated specifically that the instruction was primarily on a one-to-one basis and occurred in the individual classrooms, while the two other principals stated that there had been group activity as well as one-to-one instruction in their schools. However, one of the principals perceived that efforts

in this area had declined as the school year progressed.

Spring Teacher Questionnaires

When asked on the questionnaires how many hours they spent giving their aides training in instructional methods, 70% of the teachers indicated that they devoted between one and four hours per month to this task, while 15% said that they gave training in instructional methods to their aides between four and twelve hours per month. Only eight percent reported giving no training to their aides.

Spring Aide Questionnaires

When asked whether the teachers that they worked with had given them personal training in reading instructional methods, most aides gave fairly positive responses. The average rating for all aides combined was 3.9 on a Likert scale of 1 to 5 (1=not at all, 5=completely).

Summary

Evidence from all sources indicates that, although it was not as much as could be hoped for, Project Assist aides did receive assistance on a one-to-one basis from their teachers in their efforts to become more effective reading aides.

I.18. INPUT OBJECTIVE:

SCHOOL PERSONNEL WILL HAVE A POSITIVE ATTITUDE TOWARD PROJECT ASSIST AS MEASURED BY INTERVIEWS AND QUESTIONNAIRES WITH PRINCIPALS, TEACHERS, AND AIDES.

Level of Attainment: Achieved

Evidence:

Spring Principal Interviews

Principals were asked how they felt about Project Assist and how they perceived that their teachers and aides felt about the project. One principal said that his aides had a strong and positive attitude towards the project, while the two other principals felt that their aides felt more a part of their school staffs this year and the principals saw this as an indicator of positive attitude.

Asked about their teachers' attitudes, one principal said that his teachers were greatly pleased with the project. A second principal thought his teachers attitudes had greatly improved from last year and that their attitudes were now strongly positive, especially when teachers came to realize and fully appreciate the value of their aides. The third principal said that teachers' attitudes toward the

materials and equipment provided was "great" but that teacher attitude towards staff development was less than positive and even negative in some cases. He felt that half of his teachers had a positive attitude towards the project while the other half was less positive.

All three Project Assist principals were expansive in their praise of the project, indicating a positive attitude on their parts.

Spring Teacher Questionnaires

Teachers indicated a high positive attitude towards the project by the ratings they gave to a questionnaire item asking them whether or not the project had been beneficial for their school. The average rating was 4.5, with 5 being the maximum possible.

Spring Aide Questionnaires

Aides showed an even higher satisfaction and positive attitude toward the project when they, too, were asked whether they felt Project Assist had been beneficial for their school. Their average rating was 4.8.

Summary

With the exception of some of the teachers in one project school (as perceived by the principal), all school staff responded with positive feelings toward Project Assist when asked how they felt about the project. The evaluation staff feels, therefore, that this objective was met.

VI

INTERRELATIONSHIPS

Most of the relationships have been brought out elsewhere in this report. However, some are worth repeating, as well as bringing out some possible relationships not mentioned elsewhere.

The outcomes of the program were not achieved, but the majority of the process and input objectives were achieved. This indicates that although the planned resources were provided and utilized in the classroom, the expected student improvement in reading, attendance, and attitude did not occur. Recommendations regarding this relationship among the objectives have been made earlier in this report and will not be repeated here.

Of the two elementary schools in the project, the one which showed the greater reading and attendance gains during the second project year had aides with higher reading vocabulary and comprehension skills who attended grade level meetings more, who learned more from the preservice aide training workshop, and who received higher ratings from their teachers on the end of the year teacher questionnaire. This relationship may indicate that student achievement can be improved by the presence of aides with higher professional skills than most of those aides who were hired to work in this program. This hypothesis should, however, be regarded with some caution because this "relationship" is based on the difference between only two schools.

During the second project year, gain (loss) in attendance and gain (loss) in achievement appear to be related on a school level. This may indicate that students learn more if they come to school more.

This study revealed that the more time a program staff is visible in the project schools, the more positive the teachers and principals in those schools feel about the project and about the project staff.

VII

MISCELLANEOUS

There is very little miscellaneous data left to report. Practically all the data collected by the evaluation of the ESAA II Pilot project in AISD has been reported in earlier sections of this Final Report and in the Technical Report (a separate volume).

The interested reader is directed to Appendix R of the Technical Report. This appendix is a paper presented by the project evaluator at the 1975 annual conference of the American Educational Research Association. In this paper, the topic of research models used in public school evaluation efforts is addressed. The evaluation of the program addressed in this report was used as an example of situations frequently encountered in efforts to assess the value of an educational treatment. This paper is entitled, "An Ideal Evaluation Design in a Public School Setting, Or Where Are You Campbell and Stanley Now That We Need You?" For those interested readers who do not have access to the Technical Report, reprints may be obtained from:

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GLOSSARY

1. affective - a term used to describe feeling or emotion instead of thought.

2. California Achievement Test - an instrument which measures ability to understand the content material presented, particularly English vocabulary and comprehension, in progressively difficult situations.

3. cognitive - a term used to describe mental processes or thought.

4. context - the situation in which the project functions; factors, both positive and negative, that prevail in the experimental and control situation, over which the project has no control.

5. CIPO evaluation model - Context Input Processes Outcomes, the model used by the Austin Independent School District Office of Research and Evaluation to evaluate the performance, both on-going and final, of an educational program.

6. decision questions - questions concerning the effectiveness of the program, posited by system, program, and school staffs, and for which data is supplied by the evaluation staff.

7. ESAA - Emergency School Assistance Act, passed by Congress in 1973 to aid schools undergoing the desegregation process.

8. ESAA Advisory Committee - Emergency School Assistance Act, an ethnically balanced group of approximately forty members of the community whose job is to comment and advise on ESAA programs.

9. evaluation design - an outline of a system by which the evaluation of a program will proceed.

10. formative evaluation - ongoing evaluation which provides data for the revision of a program on a short term basis.

11. gain - a statistical increase; usually defined as the difference between a prescore and a postscore.

12. general aide - person whose purpose and training is directed toward overall assistance to students and teachers, and whose duties are not specifically predefined.

13. Hoffman system - a mechanized learning and reading program.

14. inputs - resources such as extra staff, training, and project activities which occur outside the classroom.

15. inservice training - any training which occurs after the start of the instructional phase of a program.

16. instrument - a test; a measure; an evaluation tool.

17. Language Experience in Reading (LEIR) - a reading approach used at Metz and Palm schools. LEIR accepts the language that a child brings to school and acts upon that. This approach is based on the philosophy that what a child thinks can be said, what he says can be written, and what he writes can be read by himself and others.

18. Likert-type scale - a question format which contains a statement followed by a continuum of responses from which a person is asked to choose and designate the response most like his/hers on the statement.

Example: How much do you use your Project Assist aide for reading instructional activities?

1	2	3	4	5
never	rarely	sometimes	often	always

19. mean - the average of a set of numbers.

20. N - a symbol denoting the number of units in a group.

21. observation - a period of time during which a process evaluator/classroom observer witnesses and records, for the purpose of evaluation, the various functions, resources, and activities of a classroom.

22. outcomes - the results of the project, defined in terms of student behaviors and achievements.

23. ($p. < .05$) - a symbol used to describe an event which is likely to occur by chance no more than five times out of a hundred.

24. pilot project - a term used to characterize an experimental program, the effectiveness of which is being ascertained.

25. posttest - a second administration of a test after an interval of time in order to measure individual gain or loss in areas covered by the test.

26. pretest - an initial administration of a test that is to be administered again at a later date in order to measure individual gain or loss in areas covered by the test.

27. probability - an arithmetical expression describing the likelihood of an occurrence of an event. For example, a probability of .05 means that the difference in scores between two groups could be expected to occur due to chance alone only five times out of a hundred.

28. processes - in reference to Project Assist, the classroom activities which utilize the project inputs and strive to yield the project outcomes.

29. process evaluator - evaluation personnel whose principal tasks are to gather data by various instruments and observe behavior in a classroom situation.

30. Project Assist aide - person whose purpose and training is directed toward giving reading instructional assistance to teachers and students.

31. random selection - a sample of the members of some total population selected in such a way that every member of the population has an equal chance of being included.

32. reading lab - specially equipped rooms staffed and funded by Project Assist and Title I resources, provided for the benefit of those students who need individualized instruction in reading skills.

33. self concept - a phrase used to describe the degree of personal esteem that a student holds for himself.

34. significant difference - a phrase used to signify that the difference between two statistics is not likely to occur more than a certain predetermined number of times by chance.

35. statistically significant - a phrase used to describe an <u>important</u> numerical difference between two or more statistics.

36. summative evaluation - an evaluation conducted at the end of a program, attempting to report the degree of success of that effort.

37. t-test - a statistical computation used to determine whether or not two different statistics are significantly different.

38. Young Author's Conference - event held at the end of the 1974-75 school year at Metz Elementary School. Books written by fifth grade students (during LEIR activities) were displayed and honored in the presence of guests.